

cannot be effective if the teacher-mentor did not become an active participant of polysubject interaction with the other educational process participants and will not be self-realized and self-developed, implementing teacher mentoring. It is proved that in teacher mentoring the teacher should not only convey a social and cultural experience of the pupils, but also organize joint livelihoods, active subjects' co-creation in the educational process.

Key words: future teachers' training, polysubject approach, teacher mentoring, polysubject interaction, dialogue.

Подано до редакції 23.02.2016 р.

Рецензент: д.п.н., професор З. Н. Курлянд

УДК: 371.15+372.461+81'25 (=581.11)

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CRITERIAL APPROACH TO PROFESSIONAL AND SPEECH TRAINING TARGETED FOR THE FUTURE TRANSLATORS OF THE CHINESE LANGUAGE

The article is devoted to the problem regarding the realization of the criterial approach within professional and speech training intended for the future translators of the Chinese language within university pedagogical education. The essence and structure of the designated approach are analyzed; the peculiarities of its manifestation at the stage aimed at establishing the factual state of the training.

Key words: criterial approach, professional and speech training, future translators of the Chinese language, translators-orientalists, university education, evaluative testing.

The conditions of European integration and the bridging of diplomatic, political, economic, cultural and educational relations between Ukraine and Eastern countries require from a translator such features as mobility and competitiveness at the international labour-market in a swiftly changing modern world, which makes Ukrainian authorities elaborate new state educational standards, renovate the content of curricula and didactic materials, search new forms of educational process organization according to international standards.

The improvement of translator's / interpreter's job description should be realized simultaneously with the process of the home educational system modernization in correspondence with renovating requirements and criteria. The process of professional competence adaptation and organization of educational process enabling its (that one of the competence) development are apt to quicken provided that there is reliable information concerning the real state of person's preparedness for functioning in profession as well as final determinants characterizing concrete constituents-competences which are necessary to enter a profession.

Thus, there arises a **problem** of establishing mechanisms how to define the real state of students' language skills. The solution of this problem presupposes the fulfillment of these **tasks**:

1) to elaborate a criterial model facilitating the specification of both the real state and character of bachelor students' training achievements (if they are ready to start working at translation bureaus, consulate centres, tourist agencies, Mass Media agencies, crewing companies, etc.);

2) to define development levels of students' professional competence based on its constituents;

3) to work out the indices specifying the above mentioned levels.

Thus, the key phenomenon in education quality assessment is «*criterion*» (from Latin «*critērium*»), derived from the Greek word «*κριτήριον*», meaning an ability to differentiate; a means of judgement, standard). In explanatory psychological-pedagogical dictionaries this term is defined as: - «an index specifying assessment, definition of classification [3, p. 230]»; - assessment standard [2]»; - a coefficient which characterizes features (quality) of an object; one of measuring means; an experimental method [4]; - «a measuring standard of recognized parameters which are described by means of particular indices; a standard for description, object or phenomenon assessment; a characteristics as a classification basis [1]», etc.

To sum up, the general definition of the word «*criterion*» is «assessment standard» for an activity result the content of which is revealed due to certain markers (indices).

By the phenomena «*criteria*» and «*indices*» of educational activity assessment we understand a two-aspect integrity of indices constituting the assessment of conditions, process and results of education which correspond to the set objectives: *external* (quality of educational establishment functioning as well as pedagogical activity in a particular region) and *internal* (connected with the process and result of student's educational activity) *criteria* [5].

The realization of the criterial approach within the research presupposes taking into account the circumstances which in the aggregate influence and provide efficiency of the experimental methods used while training the future translators of the Chinese language in conditions of university pedagogical education: pedagogical conditions of education; didactic, material and technical supply of the process; territorial location and a type of an educational institution; polycultural / monocultural environment; students' educational training

level; their individual peculiarities (intellectual, ethnical, psychological, *etc.*).

Taking into consideration the above mentioned indices enables a pedagogue to approach the creation of the educational methods objectively alongside with the development of professional competences targeted for the future translators-orientalists, organization of teaching / learning process and assessment of each student's education results; that is why it is significant to correctly stress the guidelines of education and assessment of students' knowledge and skills efficiency.

We have elaborated the criteria specifying the components of translator's competence in order to define the level of students' unified professional and language competence development: *linguistic, communicative-and-speech, translation-and-discourse, linguosociocultural, specific-technological competences*. Concrete knowledge and skills fulfill the role of indices-markers specifying certain competence development. Let us consider them in detail.

Linguistic competence is characterized by these indices:

- **knowledge** of linguistic units of a foreign language (languages), Ukrainian and mother tongue:

- *lexical* (terminology of different spheres, phraseology, realia and other non-equivalent vocabulary within academic and professional spheres according to curricula requirements and training level; knowledge of slight shadows of semantics constituting the meanings of synonyms and antonyms within a certain sphere; knowledge of etymology of lexical units and means of enriching vocabulary of languages a translator works with);

- *grammatical* (knowledge of specificity characterizing connections between grammar and vocabulary, morphology and syntax; knowledge of word-building models and word-changing forms, word's transposition; knowledge of main and auxiliary parts of speech; knowledge of means aimed at expressing modality; knowledge of connection types inside a sentence);

- *phonological* (knowledge of sound composition, types of stress and minimal phonetic units of languages a translator works with; structure and types of syllables in Chinese (initials, finals, medials, subfinals, centrals, terminals), English (closed, open, quasi-open) and Ukrainian / Russian (state official language / mother tongue); tone peculiarities in Chinese; knowledge of intonation peculiarities and its components; knowledge of graphics and transcription rules);

- **knowledge** of functional and stylistic markers (knowledge of functional styles and language genres; the essence of stylistic devices and expressive means; creation means of emphasis and emotional-attitudinal meaning at lexical and syntactic levels);

- **knowledge** of spelling, orthoepy and hieroglyphics rules;

- **practical experience** to identify functionality of linguistic units representing foreign and Ukrainian (including mother tongue) languages at phonological, grammatical, lexical-semantic and stylistic levels while dealing with oral and written speech;

- **practical experience** to process spelling, orthoepy and hieroglyphics rules;

- language **skills** (lexical-semantic, grammatical, stylistic, phonological) while dealing with oral and written speech;

- **skills** in the use of spelling, orthoepy and hieroglyphics rules;

Communicative-and-speech competence is represented by the following indices:

- **knowledge** of psycholinguistic regularities specifying text / discourse generation;

- phonostylistic **knowledge**;

- integral **knowledge** of verbal and non-verbal means aimed at creating and representing expanded prepared and unprepared dialogical / monological speech manifesting diverse functional and stylistic characteristics in different formats (report, presentation, *etc.*);

- **knowledge** of speech etiquette: social aspect;

- **knowledge** of composition, lexical and grammatical means aimed at creating written texts representing different functional and stylistic characteristics;

- **practical experience** to process information at the level of perception through different types of reading (informative, studying, scanning / skimming) including all its forms (aloud, silent, mixed);

- **practical experience** to process authentic speech in the forms of dialogue, monologue and polylogue;

- **practical experience** to decode intonation of audio-texts representing different functional and stylistic characteristics;

- **practical experience** to perceive (by ear) numerals, foreign and native personal names, phraseologisms, idioms, colloquial words, realia, *etc.*;

- **practical experience** to build spatial and conceptual schemes of utterances adequate to its communicative type;

- **practical experience** to create primary and secondary texts (retelling) in oral and written forms;

- **practical experience** to follow correct communicative behaviour in official and unofficial situations;

- **practical experience** to conduct negotiations (official, unofficial, telephone calls, *etc.*) with native speakers representing different social statuses, sex or age groups.

- **skills** in identification of necessary information and understanding of the source text using different types of reading (informative, studying, scanning / skimming) including all its forms (aloud, silent, mixed);

- **skills** to understand interlocutor's communicative intention (regardless of his / her age, social status or sex);

- **skills** to understand communicants adequately and react to their replies and propositions (regardless of natural and technical interferences – noises, disconnection, *etc.*);

- **skills** to single out the main idea, general content and details while listening to diverse in genres dialogues, monologues and polylogues (debates, official reports, telephone calls, radio- and TV programmes) within academic and professional environment;

- **skills** to keep the perceived information in operative memory;

- **skills** to fix supporting elements in hand which enable restoration of the heard information;

- oratorical **skills**;

- *skills* to take part spontaneously in dialogues and polylogues (discussions, talks, seminars, conferences, official negotiations, etc.);

- *skills* to produce distinct detailed prepared and unprepared monologues covering a wide range of topics as well as to represent it in different formats and forms (oral, written).

Translation-and-discourse competence is demonstrated by the *integrated indices*:

- philological-cognitive *erudition*;
- *mastery* of translation techniques (strategies, tactics, devices, means, models, etc.);

- knowledge of lexical, grammatical and stylistic peculiarities of Chinese, English, Ukrainian and native texts in the framework of diverse discourses;

- background cross-cultural *knowledge*

- *practical experience* to elaborate algorithms of actions within the linguistic component of professional activity based on situation analysis and its place in a general system of professional activity;

- *practical experience* in translation analysis (all stages – pre-translation analysis, analytical variable search, analysis of translation results);

- *practical experience* to perceive Chinese, English, Ukrainian and native texts at the level of corresponding perception units;

- *practical experience* in semantic, lexical and syntactical prediction;

- *practical experience* to overcome multilevel linguistic and extralinguistic difficulties in the process of translation;

- *skills* to correctly define a strategy, tactics, order and essence of translator's actions taking into account the specificity of a certain situation;

- *skills* to combine, modify and adapt linguistic and cross-cultural material in every particular situation within the framework of translation and communicative activity;

- bilingual *skills* to switch from one language to the other one;

- *skills* to identify translation units within Chinese, English, Ukrainian and native texts of diverse discourses;

- *skills* to choose adequate translation techniques and actions in order to re-create an original text in target language.

One can single out these specific indicators of **interpretation at sight**:

- *knowledge* of psycholinguistic peculiarities enabling the process of interpretation at sight;

- *practical experience* in skimming reading;

- *practical experience* to identify main elements of the logical and syntactical text structure;

- *practical experience* to detect communicative quanta in a statement and define connection types between them;

- *practical experience* in semantic prediction;

- *skills* to understand the general content of a source text, detect the main idea and translation units for a limited time;

- *skills* to correlate the content of a source text with background cross-cultural knowledge within the context of information being interpreted;

- *skills* to define unknown words and word combinations according to the context by means of descriptive translation;

- *skills* to simultaneously perceive a written source text and reproduce its content orally.

Consecutive translation has these *features*:

- phonetic *knowledge* of Chinese, English, Ukrainian and native speech continuum intonation rules alongside with its connotative emotional-attitudinal meaning within diverse discourses;

- *knowledge* of the cursive writing system;

- *practical experience* in understanding connotation of intonation within Chinese, English, Ukrainian and native discourses.

- *practical experience* in text compressing and its shorthand fixation;

- *practical experience* in reproducing a fixed text, restoration of missing / shortened text elements, programming a target text;

- *skills* to detect communicative quanta;

- *skills* to perceive and fix in memory (as well as in written form) a structural scheme of componential and contentual meaning of a source message which is to be decoded and translated;

Written translation is demonstrated by these *characteristics*:

- *knowledge* of the genre-and-style text dominant, linguistic features of texts representing diverse functional styles;

- *practical experience* in processing texts representing diverse functional styles;

- *practical experience* in reviewing and annotating texts representing diverse functional styles in target language;

- *skills* to re-create authentic texts in target language using adequate translation means taking into consideration their functional style and framework;

- *skills* to fulfil full, reviewed and annotated translation of texts representing diverse functional styles;

Linguosociocultural competence comprises the following *indicators*:

knowledge:

- *understanding* of the term “*aesthetic culture*” in the world framework;

- *acquaintance* with the phenomena “*people's non-conflict co-existence*” in socially heterogeneous groups and “*cross-cultural interaction of representatives of diverse cultures*” within polycultural environment;

- background *knowledge* of national traditions, customs, norms, moral and cultural values of China, Ukraine, Great Britain (the USA) including corresponding vocabulary minimum;

- *acquaintance* with social and political situations in the countries the official languages of which are studied;

- *knowledge* of these countries' most significant historical events and outstanding figures, interesting geographical places, sights, cultural monuments, mythology, literary characters, etc.;

- *knowledge* of philosophical and pedagogical determinants of the countries the official languages of which are studied;

- *knowledge* of verbal and non-verbal behaviour of native speakers in accordance with a certain communicative situation (aesthetic aspects);

- *acquaintance* with national stylistic peculiarities of rendering information (specificity of national humour, irony within mother tongue and target languages);

practical experience:

- *practical experience* in cognitive-aesthetic perception of the concept “culture” in the world framework: to analyse, synthesise, summarise, classify, fulfil logical operations, abstract culture-marked components of cross-cultural communication;

- *practical experience* in analysing functioning mechanisms of social institutions and constructive cooperation of partners / colleagues within the process of professional activity in the aforementioned countries (China, Ukraine, Great Britain / the USA);

- *practical experience* in the use of background knowledge in cross-cultural communication;

- *practical experience* in identification and decoding of hidden sociocultural aspects of cross-cultural communication;

- *practical experience* in the use of a correct behaviour model (static or dynamic / flexible) in the dialogue of cultures according to moral and aesthetic norms, typical of countries representing source and target languages;

- *practical experience* in translation analysis of linguistic features of interlocutors’ culture-marked messages in order to select adequate translation means;

skills:

- *mastery* to use background knowledge and re-create them simultaneously into a target text by adequate means and devices;

- *skills* to use stylistic expressive means and devices for adequate re-creation of source information in a target text preserving national specificity of a communicative situation;

- *skills* to act inventively, deliberately, ethically reasonably in relation to representatives of different cultures basing on “mentally processed” information regarding culture-marked components of cross-cultural communication;

- *skills* to cooperate efficiently (without any conflicts) with domestic and foreign partners / colleagues as a team (to elaborate and implement joint plans, social projects; to set goals, tasks, strategies and tactics of individual and collective actions) being aware of one’s own functions.

Specific-technological competence is represented by these *markers*:

- *acquaintance* with varieties (classification), structure and functions of reference-lexicographic / information sources;

- *knowledge* of major principles enabling functioning of modern systems of Machine (MT) and Computer Assisted Translation (CAT);

- *acquaintance* with the main file-formats;

- *acquaintance* with the specificity of work with text processors, software;

- *knowledge* of the main principles of work with monolingual and multilingual dictionaries (Контекст 3.51, ABBYY Lingvo, Яндекс. Перевод, etc.) and pro-

grammes of machine translation (PROMT, Pragma, Language Master, Trados, WordFast, Google Translate, etc.);

- *acquaintance* with the specificity of work with text editing programmes / software (spelling, grammar, terminology concordance – FileMaker, LogiTerm, MultiTerm, Termex, TermStar and other);

- *knowledge* of the main working principles of full-text-search programmes / software (Naturel, ISYS Search Software i dtSearch); concordance programmes (Transit NXT); translation memory programmes (TMM), etc.;

- *practical experience* in the correct choice of a reference-lexicographic / information source to search for the needed information, which facilitates effective realization of translator’s duties;

- *practical experience* in the correct choice of operations and correspondences in the framework of machine or computer assisted translation;

- *practical experience* in combining and converting the main file-formats;

- *practical experience* in identification of typical mistakes in translation, their editing by software means;

- *practical experience* in working with bi-texts and terminology data bases which are stored in digital media or connected to the Internet;

- *practical experience* in installing and renewing antivirus software;

skills:

- *skills* to use modern machine / computer assisted translation software as auxiliary means in order to solve certain translation problems;

- *skills* to use the text processor Microsoft Word: creation, skimming, editing of source and target texts; use of the most simple table-matrix algorithms;

- *skills* to use table option software (Microsoft Office Excel);

- *skills* to use referential, encyclopedic, special literature, dictionaries of various types (thesauri, special idiomatic, explanatory, etymological, spelling, and pronouncing, mono- and multilingual dictionaries; dictionaries of synonyms, antonyms, homonyms, foreignisms, abbreviations, Personal nouns, etc.); software, informational technologies in order to search for the needed information within four languages a translator works with (Chinese, English, Ukrainian, Russian);

- *skills* to find the necessary information, transform it by means of the other language taking into consideration concordance and store target texts in a required format;

- *skills* to use other auxiliary (excluding computer) technical equipment: scanner, printer, i-pad, Xerox and other devices.

Therefore, the integrity of knowledge, practical experience and skills a student must master by the end of his / her bachelor study to successfully start the professional activity are to be taken into account while working out systems of exercises facilitating their development and improvement.

Perspectives of the research are seen in the further study of development levels of students’ professional competence based on its constituents as well elaboration of the indices specifying the afore mentioned levels.

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КРИТЕРІАЛЬНИЙ ПІДХІД ДО ПРОФЕСІЙНО-МОВЛЕННЕВОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ КИТАЙСЬКОЇ МОВИ

Стаття присвячена проблемі реалізації критеріального підходу в межах професійно-мовленнєвої підготовки майбутніх перекладачів китайської мови в умовах університетської педагогічної освіти.

Використання означеного підходу зумовлено, з одного боку, форматом інтеграції України до Європейського простору й, з іншого боку, налагодженням зв'язків з країнами Азії в дипломатичній, економіко-правовій, науково-технічній, культурній та освітній сферах, що передбачає наявність у перекладача таких якостей, як мобільність і конкурентоспроможність на міжнародному ринку праці в сучасному світі. Подібні процеси потребують від компетентних органів України розробки нових державних освітніх стандартів, оновлення змісту робочих навчальних програм та дидактичного матеріалу, пошуку нових форм організації навчального процесу відповідно до міжнародних стандартів.

З огляду на вищезазначене, в роботі зроблено спробу описання критеріїв, що складають основу професіограми майбутніх перекладачів-східнознавців; проаналізовано сутність та структура означеного підходу.

Під критеріями і показниками якості навчальної діяльності розуміємо двуаспектну сукупність ознак, на основі яких складається оцінка умов, процесу і результату навчання, що відповідають поставленим цілям: зовнішні (якість функціонування закладу освіти і педагогічної діяльності у певному регіоні) та внутрішні (пов'язані з процесом і результатом навчальної діяльності студента) критерії. Розробка критеріїв у межах цього етапу дослідження передбачала інтегрування критеріальних характеристик ключових компетенцій до предметно-фахових, що є притаманними для освітнього рівня «бакалавр». У ролі показників-маркерів сформованості перекладацької компетентності виступили конкретні знання, вміння і навички (мовна, комунікативно-мовленнєва, лінгвосоціокультурна, перекладацько-дискурсивна, специфічно-технологічна компетенції).

Перспективним вважається подальше вивчення рівнів сформованості професійної компетентності майбутніх перекладачів китайської мови та розробка показників для їх специфікації.

Представлені критерії сприяють розробці ефективної методики професійно-мовленнєвої підготовки майбутніх перекладачів-східнознавців в умовах університетської педагогічної освіти.

Ключові слова: критеріальний підхід, професійно-мовленнєва підготовка, майбутні перекладачі китайської мови, перекладачі-східнознавці, університетська освіта, констатувальний зріз.

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КРИТЕРИАЛЬНЫЙ ПОДХОД К ПРОФЕССИОНАЛЬНО-РЕЧЕВОЙ ПОДГОТОВКЕ БУДУЩИХ ПЕРЕВОДЧИКОВ КИТАЙСКОГО ЯЗЫКА

Статья посвящается проблеме реализации критериального подхода в рамках процесса профессионально-речевой подготовки будущих переводчиков китайского языка в условиях университетского педагогического образования. Использование упомянутого подхода обусловлено, с одной стороны, форматом интеграции Украины в Европейское пространство и, с другой стороны, налаживанием связей со странами Азии в дипломатической, экономико-правовой, научно-технической, культурной и образовательной сферах, что предполагает наличие у переводчика таких качеств, как мобильность и конкурентоспособность на международ-