



Using Interactive Methods in Teaching Translation

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Abstract: The relevance of the problem stated in the article is due to the fact that the labor market is increasingly in need of qualified interpreters with a wide range of linguistic and extralinguistic competencies, the formation of which is impossible without the widespread use of interactive teaching methods. The purpose of the article is to present the developed functional model for training specialists in the field of interpretation in the conditions of modern society. The model contributes to the construction of a structure that includes such components as target, methodological, content, organizational and productive, adequately responding to the tasks set.

Key words: interpreting, teaching methods, international conferences, simultaneous interpretation, native language, communication, experience, interaction, knowledge, skills.

A wide range of researchers have been studying the methodology and methods of introducing interactive technologies into the learning process. However, the analysis of scientific works has shown that many of them are of a theoretical or debatable nature, or reflect the specifics of teaching foreign languages at school or in non-linguistic universities, and thus the problem of using interactive teaching methods for specialists in the field of interpreting remains insufficiently studied.

Currently, one of the main directions in the field of improving educational methods is the introduction of interactive education and training methods. Teachers of all subjects are increasingly using interactive methods in the course of lessons. As a result of the use of interactive methods, the students' skills of independent thinking, analysis, drawing conclusions, expressing their opinion, being able to defend it based on reasons, healthy communication, discussion, debate are formed and developed. Now, it is known that interactive training methods are mainly used. In the future, it is desirable that these methods grow into interactive technology to a certain extent.

At present, in our country, he takes an active position in the field of international cooperation with different countries in small and large arenas of activity. Every day, new international contacts and connections are established, major international conferences, various negotiations, meetings and other meetings of a different nature are held. It is hard to imagine holding such events without the work of professional qualified interpreters specializing in consecutive and simultaneous interpretation. Such specialists, in addition to knowledge of a foreign language and perfect command of their native language, must be flexible, mobile and competitive.

Consecutive interpreting is a very complex type of speech activity, since it is carried out within the framework of the simultaneous existence of two languages and two cultures, the interpreter needs to have the skills to simultaneously control the flow of speech of the speaker and his own flow of speech. At the same time, translation activities are primarily aimed at the successful exchange of information. These factors determine the high requirements for the level of development of the interpreter's competencies, and, accordingly, the need to improve the methods of teaching translation

in higher educational institutions, increase the use of interactive teaching aids to develop the necessary range of competencies among future specialists.

Another specific feature of the translator's profession, which distinguishes it from many others, is that communication is not only a means that helps to establish interaction, but also an object of activity [3]. This introduces certain features into the process of the translator's work. The professional communication of a translator includes three aspects that determine the type of interaction between the translator and other participants in interlingual communication, and, accordingly, their behavior and relationships: translation, business communication and friendly communication [3]. Consequently, the future translator must, even in the course of his professional training, master the ability to distinguish which type of professional communication is leading in each specific situation, master their features and overcome difficulties. Interactive methods of teaching future translators help in identifying and developing the three main aspects of communication - communicative, interactive and perceptual [1], which reflect the main goals of communication - to convey a message, organize interaction and understand a communication partner. The development of oral translation skills in the professional activity of an interpreter requires from specialists not only a high level of professional development, but also the development of general cultural competencies. This, in turn, indicates an increase in the share of using interactive methods in the process of teaching future translators as a purposeful and organized process to improve the professional, general cultural and the formation of special competencies of specialists necessary for them to effectively carry out translation activities.

The development of modern pedagogical concepts of teaching translation is impossible without the participation of interactive teaching methods. Any interpreting is stressful, and one of the tasks of the university is, in addition to direct teaching a foreign language, the maximum preparation of students for such psychological stress, the development of additional, so-called extralinguistic competencies. We see the method of modeling various situations as the most effective way to solve these problems.

Interactive learning, following a number of other scientists, is considered by us as a way of cognition, carried out in the forms of joint activities of students [2]. The model being developed implies the development of students' ability to interact freely with each other in the conditions of modeling a translation situation. Interactive learning is primarily characterized by the fact that students perform joint activities, exchanging such fundamentally significant competencies as knowledge, ideas and personal experience. In addition, interactive activity involves building and further developing dialogue communication.

Studying the features of translation as a specific type of professional communication, we mainly considered it as communication, in which the main thing is to accurately convey the message. Therefore, in the process of preparing future interpreters, two important factors should be taken into account. On the one hand, the translator plays the role of a means by which a communicative act takes place between people who are native speakers of different languages. Accordingly, the translator in this case should not make changes to the message, which he transmits, and even more so, he should not try to influence the participants in the communication with the help of translation, since such interference can have serious negative consequences both for the participants themselves and, ultimately, for the interpreter. On the other hand, in any communication process, information is not only transmitted, but also formed, refined, and developed. The main additional factor in such a human exchange of information is that the importance of information plays a special role for each participant in communication, because people do not just exchange meanings, but also tries to come to a common understanding. This is possible only if the information is not only accepted, but also understood and comprehended. After all, even knowing the meanings of the same words, all people understand them differently [1]. Therefore, the translator turns out to be not a mechanical relay of information, but an interpreter of this information, which obliges him to make changes to the message of the communicants, and this, in turn, requires him to possess various meta-competences.

The model of training interpreters involves the use of a wide arsenal of types of control over the knowledge and skills of students. Here we are talking about testing the level of assimilation of lexical and grammatical knowledge, students' reports on current theoretical and practical topics,

presentations and role-playing games. In the process of working on this model, the main thing in the formation of the required competencies is such a form of implementation of the interactive mode as a role-playing game. As one of the interactive types, role-playing is the most optimal form of interpreter training. The essence of the role-playing game is that all students receive a certain role, which they must follow, guided by the nature of their role and the internal logic of the action environment, and not by an external scenario of behavior. Players are free to improvise within the chosen rules, determining the direction and outcome of the game. The game organically combines high motivation, emotional tension, group interaction, the use of real situations, specific and relevant goals for students, and tasks, socio-communicative roles that allow students to present themselves as carriers of other cultures; as well as non-verbal activity and much more [3].

Role-playing games are a free process of improvisation within role-playing "limitations", the direction of which is determined by the participants themselves in accordance with their individual characteristics. Anyone, even the most passive student before, is able to show his the best qualities, since the role goals of the players may not coincide (and even contradict each other).

In role-playing games, several participants can consistently play the same role in a given situation, which makes it possible to analyze different behaviors and their effectiveness. Role-playing game allows you to expand the repertoire of behavioral reactions, develop professionally important personality traits (creativity, flexibility, ability for effective interpersonal interaction, etc.).

As part of the study, an author's set of scenarios for the role-playing game "International Conference" was developed. This topic was chosen due to the increase in the number of conferences held in our country as a whole and in this region in particular, covering a wide range of topics. Holding such conferences is impossible without the work of professional translators, who must be ready to provide linguistic services in various, sometimes rapidly changing working conditions.

The advantage of this model lies in the fact that each of the participants can imagine themselves in the proposed situation, feel certain states more realistically, feel the consequences of certain actions and learn to make professional decisions. The essence of motivational processes in teaching students interpreting is revealed, the main ways of maintaining and increasing their motivation are touched upon modern teaching concepts that stimulate interpreting.

The results of the work can be useful in practical terms for teachers of higher educational institutions specializing in the training of translators in the field of consecutive and simultaneous translation; for centers for advanced training and retraining of personnel in the selection and structuring of the content of the professional training of translators. Taking into account the results of this study, it is possible to single out a number of tasks solved in the framework of the ongoing study: new trends in teaching interpretation in the system of higher education; the methodological and didactic principles for constructing special courses on interpreting, focused on mastering foreign language professional communicative competence by students simultaneously with the formation of extralinguistic general cultural competencies, are determined; a number of promising areas have been identified that require further consideration.

In conclusion, it can be said that it is necessary for the teacher to increase the interest of the learners, to constantly encourage their activity in the educational process, to divide the educational material into small pieces and brainstorm to reveal their content. It is necessary to use methods such as working in small groups, debate, problem situation, guided text, project, role-playing and encouraging learners to do practical exercises independently. An interactive method is to solve an activity or a problem in a mutual dialogue, in the course of thinking in a mutual debate. The advantage of this method is that the entire activity teaches the student to think independently and prepares him for an independent life. Interactive methods mean methods that activate learners and encourage them to think independently, with the learner at the center of the educational process. When these methods are used, the teacher invites the learner to actively participate. The learner is involved throughout the process.

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