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FOREIGN LANGUAGE TEACHING EUROPEAN METHODS AND TECHNIQUES IMPLEMENTATION AT UKRAINIAN TECHNICAL UNIVERSITIES

Summary. The article deals with the main ways of using European methods of teaching a foreign language for professional communication. The necessity of establishing close interdisciplinary connections is proved, within the framework of forming the competences of future specialists. The development of a fundamentally new, professionally-oriented course of a foreign language, the use of effective educational technologies is grounded, which makes it necessary to introduce new methodical decisions into the educational process.

Keywords: professional language, professional communication, intercultural competence, communicative competence, innovative learning technologies.

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ВПРОВАДЖЕННЯ ЄВРОПЕЙСЬКИХ МЕТОДИК І ТЕХНІК НАВЧАННЯ ІНОЗЕМНОЇ МОВИ В ТЕХНІЧНИХ УНІВЕРСИТЕТАХ УКРАЇНИ

Анотація. В роботі розглядаються основні способи застосування європейських методик навчання іноземної мови для професійного спілкування. Доведено необхідність встановлення тісних міждисциплінарних зв'язків, в рамках формування компетенцій майбутніх фахівців. Аргументовано розробку принципово нового професійно-орієнтованого курсу іноземної мови, використання ефективних освітніх технологій, що робить необхідним впровадження в освітній процес нових методичних рішень.

Ключові слова: професійна мова, професійне спілкування, міжкультурна компетенція, комунікативна компетенція, інноваційні технології навчання.

Problem study. The current state of higher education with emerging trends in its development puts forward new requirements for the graduate's professional training and personal qualities. Among the significant ones are deep professional knowledge and skills, the ability to use them flexibly, initiative, sociability, creative activity, readiness for continuous self-development. The competitiveness of a modern specialist is determined not only by his high qualifications in the professional sphere, but also by his readiness to solve professional tasks in the context of foreign language communication. In this regard, the State educational standard of higher education requires taking into account professional specificity when learning a foreign language, its focus on the implementation of the objectives future professional activity of graduates.

Recent publications analyses. While applied sciences are constantly searching for ways to improve existing technologies and teaching methods. One of the central tasks is to optimize the educational process. For a long time, mastering various types of translation, and mastering special vocabulary was the aim of teaching foreign languages at technical universities [2]. At present, when the orientation towards learning to read literature on the specialty has been changed to focus on teaching oral speech, this problem is of particular relevance [3]. The modern needs of society have necessitated the creation of new educational complexes designed for the effective training of future specialists. The reasons for the transition to the training of oral speech include the expansion of international contacts in

the scientific world, the development of means of communication and computerization, information technology, changing demand in the labor market, the integration and development of scientific and cultural ties at the European level [4].

Highlighting problem parts which have not been solved before. The presence of linguistic knowledge enables a graduate of higher education to keep abreast of everything new that is published in his professional field, equips him with the achievements of world science, and promotes their use in his practice. Thus, the academic subject "Foreign Language", being integrative in its purpose and interdisciplinary in subject content, is intended to contribute to the expansion of the educational outlook of students, the socialization of the personality of future specialists, and their preparation for life in a multi-ethnic and multicultural world.

Articles aims. The development of international relations, the interpenetration of cultures, as well as scientific and technical cooperation dictate the need to address the problem of the formation of communicative skills of students. At the present stage, intercultural, scientific exchange and professional interaction can only be carried out by specialists who are attached to foreign cultures. The formation of communicative competence occurs through the study of foreign languages in the course of acquaintance with national characteristics, history, social norms of behavior adopted in the countries of the language being studied, as well as the nature of intercultural conflicts and ways to resolve them.

Study main material. The role of foreign languages as a means of international communication will only increase, becoming the main means of communication. The leading areas of communication in the professional activities of graduates of technical universities are: conversation using special technical terms; office work and business correspondence; compilation and translation of technical documentation describing the operation and maintenance of various devices; conversation using business vocabulary and conversation on common topics; participation in seminars, conferences and presentations [1].

The effectiveness of the educational process for a given number of hours devoted to training, and a well-known category of students depends on several components, including: motivation to learn, training materials, the construction of the learning process or teaching methods, teaching aids, etc. The complexity of the problem concerning improving education lies in the fact that in order to achieve the best results, it is necessary that all factors affecting the effectiveness of the educational process are selected based on analysis of their influence on the final result of training and, accordingly, they would all be effective.

The main purpose of studying at the university is to prepare the student for future professional activities. As a result, the education received must necessarily be general, encompass many branches of knowledge. In order to determine the field of professional activity, a university graduate may take many years during the work activity change their specialty more than once. Therefore, the more knowledge in different areas a student receives, the easier it will be for him to adapt to existing social conditions. Accordingly, the study of foreign languages expands the capabilities of the learner, increases its social significance. However, the expansion of the scientific outlook and the mastery of knowledge in new areas should not occur at the expense of the deterioration in the quality of training of the basic subject. The activity of learning a foreign language in the process of vocational education is determined by the objectives of learning, that is, the knowledge that the student must acquire as a result of learning.

In general, the process of education can be described as a training of thinking. Along with other areas of knowledge, the study of a foreign language leads to the activation of various mental processes. Foreign language skills, even at the secondary school level, already involve memorizing several thousand words in a passive dictionary. The study of grammatical constructions develops logical thinking, the study of phonetics develops organs of articulation, listening exercises develop the ability to comprehend by ear, etc. The study of a foreign language is the training of the intellect, the development of mental abilities.

It is the system of forming and developing the ability to communicate in a foreign language plays an important role in the context of student-centered learning. Its main principles are implemented in the methodology of an integrated communicative approach, the key task of which is to form: linguistic competence (possession of linguistic material for its use in the form of speech statements); sociolin-

guistic competence (ability to use language units in accordance with communication situations); discourse competence (the ability to understand and achieve coherence in the perception and generation of statements); "Strategic" competence (the ability to compensate with verbal and non-verbal means deficiencies in language proficiency); socio-cultural competence (degree of familiarity with the socio-cultural context of language functioning); social competence (ability and willingness to communicate with others).

Particular importance is the problem of the communicative orientation of studies, that is, learning a foreign language as the language of professional communication. The problem facing technical universities is that the amount of time allotted for the subject "Foreign Language" is very insignificant, and the tasks facing students in modern conditions are becoming increasingly complex and formulated as mastering all types of speech activity on the basis of professional vocabulary, as well as mastering business communication skills. It requires a special approach to the learning process itself and its specific field, the methodology of teaching a foreign language or "foreign language as a language of professional communication" in a technical educational establishment, where students acquire the knowledge and skills of their future professional activities with competence motivation, interest in the learning process. In the search for means of optimizing the process of learning a foreign language for professional communication, it is necessary to turn to studying the needs of students, the goals that they set for themselves, starting classes, that is, for the optimal organization of speech-thinking activity, motivation is necessary. The motive explains the nature of any verbal action, whereas the communicative intention expresses the communicative purpose that the speaker pursues when planning this or that form of influence on the listener. Motivation is the system of motivating impulses, directing learning activities [2]. Motivation of learning can be determined by external (narrow-minded) motives and internal motives. External motives are not related to the content of educational material: the motive of duty, responsibilities (broad social motives), the motive of evaluation, personal well-being (social motives), lack of desire to learn (negative motives). Inner motives, on the contrary, are related to the content of educational material: motives for cognitive activity, interest in the content of training (cognitive motives), motives for mastering general methods of action, identifying cause-effect relationships in the studied educational material (educational cognitive motives) [3].

Interest in the process of learning foreign languages is based on internal motives that emanate from the most foreign language activity. Thus, in order to maintain interest in the subject, the teacher must develop inner motives for the students. At the same time, the key and decisive parameters are those that are inherent in a particular student: personal experience, context of activity, interests and inclinations, emotions and feelings, world view, status in a team.

It enables students to cause true motivation. In this case, inner motivation works; motivation is not introduced into learning from outside but is

a direct result of the teaching method itself, the development of interpersonal relations and the creation of emotional well-being in the classroom, which in turn will ensure an increase in the effectiveness of learning foreign language communication. Thus, the motivation itself becomes important [4]. In the system of learning a foreign language culture, there are means of maintaining motivation for cognitive, developmental and educational activities, which ultimately causes the student to have communicative motivation. However, in the general structure of motivation the dominant motive is the one that determines the learning activity and the formation of an attitude towards it. This is a cognitive motive, since it is based on a constant desire for knowledge; and there is a connection with the content and organizational side of the learning activity itself.

Learning optimization is also closely related to the notions of effectiveness and intensification of learning. The effectiveness of the educational process is its main characteristic, which shows in one way or another how truly the result of the educational process differs from the planned, intentional (desired) result. In the conditions of technical universities, the increase in the effectiveness of foreign language education is impossible without an increase in the intensification of education. The main factors of increasing intensification are increasing the focus of training, enhancing the motivation of learning, increasing the informative capacity of educational content, introducing innovative technologies, which ultimately determines the optimization of education. Intensification is the increase in the effectiveness of training by means that appear to be the most advantageous for specific conditions complex of these means. Optimization criteria are the success in mastering the knowledge, skills and abilities being trained; the degree of compliance of learning outcomes with the requirements of the training program; the degree of compliance learning outcomes with the maximum capabilities; correspondence of expenses of time and efforts of the teacher and the student to the current standards. As an optimization tool in terms of teaching a foreign language at technical university, there are educational technologies integrated into the general complex of educational and methodological measures. The task of training a qualified specialist in a foreign language is to read and understand the original text in a specialty without a dictionary; to extract information with the purpose of its practical use (for example, students when writing essays, term papers and dissertations, to participate in seminars, etc.); to make abstracts in a foreign language; translate special texts from a foreign language into Ukrainian using a dictionary; to talk, to take part in discussions on the problems of the specialism [5]. Student must master the language of the specialty to study the features of scientific and technical discourse.

However, at present, there are neither generally accepted methods for quantifying this ratio, nor a universal criterion for determining the correlation of types of speech activity, which would significantly simplify the definition of the optimal ratio, as well as unify the textbooks used for the same category of students.

Thus, the study of opportunities for the intensification of teaching speaking in a foreign language in

the process of training of students at technical universities based on determining the most effective correlation between types of speech activity used in teaching will improve the efficiency of teaching speaking a foreign language in the educational and professional sphere based on the ratio of listening speaking, reading and writing. The most promising is the development of curricula and teaching aids to improve this process based on the ratio of speech activity, to determine the associated quantitative characteristic of the educational process and the role of types of speech activity in the formation of the ability to speak in a foreign language.

Therefore, the main content of the educational and methodical complex of a new generation should be professional and oriented business communication with the dominant speaking, including the translation of industry-specific authentic texts. The course is advisable to build on a qualitatively new content with careful selection of educational speech material corresponding to the specifics of the future professional activity of students of a technical college. The main part should be the tasks aimed at developing and developing the skills of the oral form of communication in combination with the skills of writing and translation [1]. Educational complex will include: an exemplary program of discipline; working module program specialty; educational and methodical literature (basic textbooks on the discipline, teaching hand-outs and instructions); informational support (computer training programs, programs for a language laboratory, tables and posters); laboratory equipment; tests must also contain authentic textual material that meets the specifics of the future professional activity of students at a technical university.

The main sources for creating a new course should be: Internet sites on various specialties, professional forums, electronic versions of professional conferences and presentations, various periodicals, advertising booklets, articles from periodicals, business documentation samples in English of specialized joint ventures, video materials. The widespread use of elements of role-playing and business games along with the use of ICT should optimize the learning process. Professional orientation of the course affects the selection of the content of studies with students of a particular specialty. When organizing training, it should be taken into account the psychological characteristics of the students [5].

Mastering conversational speech is impossible to imagine without acquiring the skills of translating field literature selected for a particular specialty. Each specialty at a technical university requires the selection of material for the formation terminological dictionary based on the needs of the department and the requirements for the special knowledge of senior students, graduate students, bachelors, masters. Consultations with leading experts of the university, clear wording and ideas about the subject of auditory texts for reading, discussing, understanding and using graduates in future professional activity.

It contributes to the formation interdisciplinary connections and obtaining the necessary basic knowledge while simultaneously working out the correct pronunciation and use of field vocabulary under the guidance of a teacher in the classroom.

Conclusions. Phased training for professionally and oriented foreign language communication contributes to the formation of speech and thought activity, the development of a sense language and is part of the professional competence of future professionals. Achieving this goal is connected with the solution of the following tasks: selection of speech and language material; determination of its volume and classification by levels; the formulation of a mechanism for mastering speech, including writing, as one of the most difficult types of audit activity; development of criteria and type of control; the creation of multimedia courses with the ICT usage for student's independent work. The solution of these tasks will contribute to the creation of an educational and methodological complex for teaching foreign languages at technical universities.

The immediate objectives of learning are also determined by the role that foreign language skills play

in the implementation of professional activities. Consequently, the objectives of training should be determined in such a way that, as a result of the educational process, a graduate of a technical university does not only have special knowledge, but also be prepared to carry out a professional activity in a broader sense. In conclusion, it should be noted that the use of elements European teaching methods is advisable in classes at technical universities, since it provides interest in the language, contributes to motivation and increases development efficiency of teaching. To achieve the best results, the following recommendations should be taken into account: when selecting additional material, the teacher should consider which phase of the lesson is best suited; adequate time should be given to each phase of the exercise; it is preferable to use original, memorable tasks and, where it is justified by the subject of the lesson, strive to expand the cross-cultural and general cultural knowledge.

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ОСОБЛИВОСТІ АНГЛО-УКРАЇНСЬКОГО ПЕРЕКЛАДУ БАГАТОКОМПОНЕНТНИХ ТЕРМІНІВ: ЛЕКСИЧНІ ТРАНСФОРМАЦІЇ

Анотація. Статтю присвячено аналізу особливостей відтворення англійських багатокомпонентних термінів при їх перекладі українською мовою. Особлива увага у статті приділена розгляду перекладацьких лексичних трансформацій, що зазвичай використовуються для забезпечення адекватного перекладу. Проаналізовано лінгвістичні особливості сучасних багатокомпонентних термінів. У результаті проведеного дослідження було виявлено, що з метою забезпечення адекватного перекладу англійських термінів українською мовою, за умови відсутності необхідного еквівалента того чи іншого терміна, доцільно використовувати конкретизацію, додавання, вилучення, а також калькування, транскодування та описовий переклад.

Ключові слова: лексичні трансформації, англійські терміни, багатокомпонентні терміни, адекватний переклад, англо-український переклад, конкретизація, додавання, вилучення, калькування, транскодування, описовий переклад.

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PECULIARITIES OF ENGLISH-UKRAINIAN TRANSLATION OF MULTI-WORD TERMS: LEXICAL TRANSFORMATIONS

Summary. The article analyzes peculiarities of rendering the meaning of English multi-component terms when translating them into Ukrainian. The article focuses on describing lexical transformations that are commonly used to ensure adequate translation. Linguistic features of modern multi-word terms have been analyzed. As a result of the study, it has been found out that if there is no equivalent of a term, it is expedient to use concretisation, addition, omission, calque, transcoding, and descriptive translation in order to ensure an adequate translation of English terms into Ukrainian.

Keywords: lexical transformations, English terms, multi-word terms, adequate translation, English-Ukrainian translation, concretisation, addition, omission, calque, transcoding, descriptive translation.