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## FORMATION OF POSITIVE MOTIVATION FOR PHILOLOGISTS-TRANSLATORS BY MEANS OF DISTANCE TECHNOLOGIES

**Abstract.** The article analyzes the scientific and pedagogical research on the problem of implementing distance technologies in order to train specialists of philological specialties in higher educational institutions.

The possibility of application means of modern distance learning technologies for the purpose of professionally directed foreign language training of philologists-translators is substantiated.

The problem of innovative technologies development in education and didactic bases of their introduction is described. It is proved that this issue remains relevant and requires careful research, as well as contributes to the development and active implementation of distance learning as one of the promising areas of continuing education, based on the widespread usage of modern information technology.

It is proved that an important feature of the formation of positive motivation of students of philological specialties to study the practice of translation is the need for teachers to create in the learning process such conditions that the learning process is as close as possible to their future professional activity. Transformation of educational activity into professional means not just replacement of one type of activity to another, but change of the position of the person which turns from the consumer of the information to its recipient.

The usage of a distance course in the discipline “Practical Course of Translation from the First Foreign Language” is described. The expediency and necessity of this course usage in the learning process are substantiated.

It is proved that the usage of distance learning technologies for organization of in-depth professionally oriented foreign language teaching provides individualization of the process of becoming a specialist, encourages independent work, forms an information culture, promotes the mastery of information technology to use and obtain professionally oriented information.

**Keywords:** educational component, distance education, educative process, positive motivation, students of philology specialties, means of distance technologies, practical course of translation, the first foreign language.

**Introduction.** Among the psychological and pedagogical problems of higher education, the problem of formation and development of students' positive motivation of is the most significant, because a high level of motivation is one of the most effective means of improving the efficiency and quality of the educational process. Thus, the question of motivation is at the same time a question of the quality of educational activities. Motives of educational activity largely determine the attitude of the student to the solution of the professional tasks set before him, create preconditions for the efficiency and effectiveness of their professional activity [2, p. 11].

An important feature of the formation of positive motivation of philologists-translators is the need for teachers to create in the learning process of educational components (disciplines) such conditions that the learning process will be as closer to their future professional activity. Transformation of educational activity into professional means not just replacement of one type of activity with another, but change of the position of the person from the consumer of the information to its user.

**Research Results.** Today the informatization of society is today one of the main conditions that determines the further development of new learning technologies. The demand for highly qualified specialists who are able to make independent decisions in their professional activities,

quickly and flexibly adapt to various production situations requires from the higher education system new pedagogical learning technologies that would meet the need for continuing education. Traditional approaches to the organization of the educational process, traditional teaching aids, which in their overwhelming majority are focused on the classroom form of organization of the educational process have proved incapable of solving the problem of professionally oriented training of modern specialists.

The task of the modern system of higher education is, first of all, to create specific conditions that would provide opportunities for the formation of knowledge and skills that on the one hand, can be used vigorously and effectively for further development of science, technology, culture and to identify great potential computer technology, on the other hand, this knowledge and skills should be a guarantee of sovereignty of the individual for the fullest realization of creative human resources.

In the traditional practice of teaching the discipline “Practical Course of Translation from the First Foreign Language” of students of philological specialties, the motivation factor is still insufficiently taken into account in the development of curricula; selection of educational material; creation of methodological developments and manuals, and in the implementation of specific pedagogical technologies. The existing practice of teaching a foreign language in universities needs to be modernized.

Therefore, the purpose of the article is to substantiate the need of usage of distance technologies in the process of teaching philologists-translators the practice of translation from the first foreign language.

Investigating the training of highly qualified specialists, A. Oleshko emphasizes on creating of conditions that will ensure the involvement of each student in an active cognitive process, the conscious application of knowledge in practice, the organization of cooperation to solve various problem situations, as well as provide free access to the necessary information in world research centers. The expert argues that the creation of such conditions is a task not so much the content of education as learning technologies [8].

The analysis of scientific and pedagogical research shows a significant attention of scientists to the problem of introduction of distance technologies in order to train specialists in higher educational institutions. The issues of learning technologies were considered by such scientists as A. Aleksiuk [1], R. Hurevych [3], P. Dmytrenko [4], V. Kukhareno [6], N. Nychkalo [6], A. Oleshko [8], V. Oliynyk [9], S. Sysoeva [11], L. Shtykhno [12].

The above allows us to say that the problem of developing innovative technologies in education, as well as the didactic foundations of their implementation remains relevant and requires careful research, as well as contributes to the development and active implementation of distance learning as one of the promising areas of lifelong learning. modern information technologies. They will allow the most effective realization of all opportunities inherent in new pedagogical technologies of training.

The priority of foreign language professionally oriented training of specialists in philology is the usage of interactive, communicative and information technologies that provide access to foreign language professional information in world research centers, libraries, which, in turn, creates conditions for self-education and training of future professionals and to form a positive motivation of students.

The usage of distance learning technologies to organize in-depth professionally oriented teaching of translation practice provides individualization of the process of becoming a specialist; encourages independent work; forms an information culture; promotes the mastery of information technology to use them for obtaining and processing professionally oriented information. It should be noted that the problem of using distance technologies in teaching of the basic educational components of philologists-translators in higher education institutions is poorly studied.

In recent years, the often mentioned and widely discussed concept of distance education has aroused considerable interest among the pedagogical community. Interest in distance education is fueled by reports of a dynamic growth of the distance education system (DES) abroad. The very

concept of (DE) is borrowed from the English language and practice of education in Great Britain, Canada and especially the United States, where not only the concept of Distance Education, but also the abbreviation DE, derived from these words, have become stable and do not require deciphering. In foreign practice, the concept of DE covers a variety of models, methods and technologies of teaching, during which the teacher and the student are spatially separated, located in different places (classrooms, institutes, regions, cities and even countries) [3, s. 250].

Such means can be: printed materials; audio and video recordings; educational programmes; interactive computer programs; local and wide-area computer networks.

Consider in more detail the concept of DE, as well as the range of its capabilities. Distance education is a practice that connects a teacher, a student, as well as sources located in different geographical regions, using special technology that allows for interaction. The latter can be provided in various ways, for example, the exchange of printed materials by mail, computer conferencing, video conferencing.

It is possible to define distance education as education characterized by five main points: the presence of a teacher and a student and, at least, the existence of an agreement between them; spatial separation of teacher and student; spatial separation of student and educational institution; bidirectional interaction of student and teacher; selection of materials designed specifically for distance learning.

This definition covers a number of forms of learning – from based on printed materials, when communication is by mail and telephone, to two-way video courses, when the teacher and student “meet” on television screens.

Basically, in distance education there are two approaches to providing learning support – expansion and transformation. These approaches can be described as follows. The model of expansion occurs when the teacher leads a lesson that is technologically little different from the traditional, extending it to other spatial and temporal frameworks. The activity of the teacher, the set of educational materials, the learning environment allow to simulate the situation of learning in the classroom, as well as to compensate for the lost channels of communication and obtaining educational information. This model of teaching involves the transformation of the lecture and subsequent discussion in the office into individual learning materials.

The model of transformation characterizes such forms of organization of distance education, which do not imitate traditional learning, but are something new, specifically related to the communication technologies of students and teachers used in the educational process.

Distance learning programs are not necessarily examples of the exact fit of a particular model, but knowledge of the differences between the models is important for understanding the problems of the psychological and pedagogical backgrounds faced by DE. Together with new methods and technologies of teaching, DE brings new concepts and terms to theoretical pedagogy and educational practice, which primarily include the following: virtual classroom; learning support; educational telecommunication projects; feedback; dialogue technology; computer communication; teleconference; coordinator, moderator, teleconferences [3, p. 252].

The content of the concept of learning technologies is revealed in the works of many scientists, analyzing which A. Aleksyuk notes that in the vast majority they do not take into account and do not include such a feature as the possibility of dividing the learning process into procedures and operations. According to A. Aleksyuk, in order for any activity to have the right to be called technology, it is necessary that it be systematically divided into elements that are implemented in a certain sequence. Means of distance education in terms of their features, allow the technologicalization of the educational process. Distance learning technology can take two forms, namely, programs that contain operations and activities that are built according to the program. The above allowed that the scientist defined the technology of distance learning as a system that includes methods, tools and forms of learning and how to reproduce them in order to achieve learning goals. The concept of “learning technology” should also include the availability of instant feedback [1, p. 205].

However, in practice, higher education institutions have faced a number of problems in organizing of quality distance learning. Three stakeholders in the field of higher education faced problems of rapid adaptation to the conditions of the pandemic: 1) state institutions; 2) students; 3) scientific and pedagogical workers [8].

The experience of in-depth teaching of the practical course of translation the first foreign language allowed us to create our own educational and methodological concept. The technology of teaching of this discipline is based on foreign language communication, the usage of modern technical teaching aids, the usage of distance and interactive technologies.

The specifics of teaching of the practice of translation from the first foreign language is based on the principle of speech activity of students, the principle of functionality, the principle of linguistic communication, science, consciousness, systematicity and clarity. The principles of individual educational trajectory, principles of organization of independent work and individualization and differentiation of training are deserved special attention [12, p. 490].

When studying the discipline “Practical course of translation from the first foreign language” the principle of step-by-step concentric organization of the educational process is relevant, which is the main principle in teaching this discipline to philologists-translators. Didactics considers the problem of learning effectiveness as a degree of approximation to reality or to the desired result. It can be argued that this is the ratio of the level of activity to the degree of approach to the ultimate goal. Under such conditions, it is advisable to consider the model of mastering foreign language communication in a foreign language environment, when the learning process goes from the level of activity through the level of speech actions to the level of speech operations. In our conditions, the natural foreign language professionally oriented environment is adequately replaced by a foreign language professionally oriented learning environment, which is provided by means of information and communication technologies and is defined as a set of software and knowledge that provide independent learning activities. This allows you to partially remove the problem of lack of study time.

Thus, the use of distance learning technologies allows to create conditions not only for studying the main material of the course, but also to obtain additional professionally oriented foreign language information. The main task of the teacher is to provide a conceptual connection between the classroom and the virtual learning space. And this, in turn, corresponds to the principle of creating continuing education, i.e. a combination of full-time and distance learning.

One of the important stages in the application of remote technologies in the study of the practice of translation from the first foreign language is testing, which should be carried out in the process of studying of the basic material. Testing has three stages: reproduction, transformation and recoding of foreign language information. In the process of learning there is an opportunity to jump through the stages. Such testing can be used as final tests in the final study of the material, as well as input for self-assessment.

To form a positive motivation to study the practice of translation by future translators, we have developed a distance learning course “Practical course of translation, the first foreign language” on the basis of the Internet platform Moodle. With this course, students have the opportunity to review all the material given by the teacher in practical classes throughout the study; print it, if necessary; do homework and individual work; work out missed classes.

The distance learning course “Practical course of translation from the first foreign language” aims to form students’ practical skills of translation, acquaintance with different types of general and professional translation, mastering techniques and methods of translation analysis of the text taking into account its functional and stylistic characteristics; identification of patterns of lexical and grammatical transformations during professional translation of texts of various genres.

The study of the discipline is focused on the development of skills: interpretation of the linguistic component of translation based on the theoretical and methodological foundations of modern translation studies; determination of full and partial equivalence, its absence; typology of levels of “interpretation” of a certain unit of the original text; conscious correlation of genre-stylistic and discursive aspects of translation; taking into account culturological factors on the course and

result of the translation process; determination of normativeness and adequacy of the translated text from the standpoint of error analysis, retrospective / prospective / introspective / indirect evaluation.

The distance course is divided into separate sections, which contain the following components:

Section 1. Methodical recommendations for working with the course, which contain instructions on the features of working with the course during distance learning.

Section 2. Working curriculum of the course “Practical course of translation from the first foreign language”.

Section 3. Syllabus of the discipline, containing: information about the teacher; information about the discipline; integrated and general competencies, program learning outcomes, thematic plan, assessment criteria, list of main and information sources, discipline policy, etc.

In the topics provided by the thematic plans, the study material is divided into classes. For each group, the scope of tasks for each lesson is determined, the implementation of which includes: elaboration of new lexical material (topics) with subsequent lexical exercises; repetition of grammar topics with the subsequent performance of grammar exercises and tests submitted in the development of the lesson. Completed tasks are evaluated according to the specified criteria.

Section 4 contains guidelines and tasks for individual work of students. The teacher evaluates the performance of independent work of students in accordance with the criteria specified in section 3.

In section 5 – tasks for practical classes – each topic mentioned in the thematic plan is located in a separate folder, the name of which corresponds to the topic and has the name of the group. Each pack contains files in which the definition of the task for each practical lesson; the file name corresponds to the lesson number (for example, the file “Lesson 1”). The order of tasks, their evaluation and the method of cooperation with the teacher are prescribed in the plan of each practical lesson.

Test tasks are also given in section 5. The name of the test corresponds to the topic and number of the practical lesson (for example, “Test 1”). Instructions for performing tests in on-line mode, as well as tasks that require answers through the attached files, provided in the plan of the relevant practical lesson. The content of tests and individual tasks is based on the material of classes, which requires its preliminary processing.

Section 6. List of recommended reading. This section contains a list of necessary literature for usage in the process of processing new material and for individual work.

Section 7. Individual tasks for working off missed classes. Students who missed classes have the opportunity to practice it online. After passing the tests, a test report is printed and passed for verification to the teacher, who scores according to the developed criteria.

Section 8. Test tasks for self-control of topics are developed by the teacher for self-assessment of students’ knowledge after each topic. Tasks include both lexical and grammatical tests for self-control.

Section 9 contains program questions for the exam in the discipline “Practical course of translation from the first foreign language” and a sample exam ticket.

Section 10 is the last section and it includes multimedia materials of the course, namely: presentations, audio and video recordings that are used to form communicative and professional competencies [2, p. 21].

Using the Internet, the student has to choose their own learning trajectory. The student, based on their own capabilities, chooses the speed of work, has enough time to adapt to the information environment and get acquainted with additional professional information.

**Conclusions.** Distance technologies have a significant potential in the formation of positive motivation to study the discipline “Practical course of translation from the first foreign language” by philologists-translators, as they contribute to the development of specialists’ ability to acquire knowledge from various sources, including cognitive; ability to assess and explain emerging problem situations; ability to use native and foreign languages; ability to apply knowledge and information literacy; mastery of professional terminology and relevant techniques of professional communication

and the ability to apply them in practice; the ability to navigate in the information space; possession of information technology.

The success and quality of distance learning largely depend on the effectiveness of the organization of classes, methodological quality of materials, as well as leadership, skills of teachers involved in this process.

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### ФОРМУВАННЯ ПОЗИТИВНОЇ МОТИВАЦІЇ ФІЛОЛОГІВ-ПЕРЕКЛАДАЧІВ ЗАСОБАМИ ДИСТАНЦІЙНИХ ТЕХНОЛОГІЙ

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**Анотація.** У статті зроблено аналіз науково-педагогічних досліджень щодо проблеми впровадження дистанційних технологій з метою підготовки фахівців філологічних спеціальностей у закладах вищої освіти. Обґрунтовано можливість застосування засобів сучасних дистанційних технологій навчання з метою професійно спрямованої іншомовної підготовки філологів-перекладачів.

Описано проблему розробки інноваційних технологій в освіті, а також дидактичних основ їх впровадження. Доведено, що це питання залишається актуальним та потребує ретельних досліджень, а також сприяє розвитку та активному впровадженню дистанційного навчання як одного з перспективних напрямів забезпечення неперервної освіти, яка базується на широкому використанні засобів сучасних інформаційних технологій.

Доведено, що важливою особливістю формування позитивної мотивації студентів філологічних спеціальностей щодо вивчення практики перекладу є необхідність створення викладачем у процесі навчання таких умов, щоб навчальний процес максимально наближався до їхньої майбутньої професійної діяльності. Трансформація навчальної діяльності в професійну означає не просто заміну одного типу діяльності на інший, а зміну самої позиції особистості, яка зі споживача інформації перетворюється на її здобувача і користувача. Описано використання дистанційного курсу з дисципліни «Практика перекладу з першої іноземної мови» та обґрунтовано доцільність та необхідність використання його в процесі навчання.

Доведено, що використання дистанційних навчальних технологій з метою організації поглибленого професійно спрямованого викладання іноземної мови забезпечує індивідуалізацію процесу становлення фахівця, спонукає до самостійної роботи, формує інформаційну культуру, сприяє оволодінню засобами інформаційних технологій з метою їхнього використання для отримання та опрацювання професійно спрямованої інформації.

**Ключові слова:** навчальна компонента, дистанційна освіта, навчальний процес, позитивна мотивація, студенти філологічних спеціальностей, засоби дистанційних технологій, практичний курс перекладу, перша іноземна мова.