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**LINGUODIDACTIC BASIS FOR THE FORMATION OF LINGUISTIC
IDENTITY OF FUTURE TRANSLATORS IN LEARNING
OF THE UKRAINIAN LANGUAGE**

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Linguodidactic Basis for the Formation of Linguistic Identity of Future Translators in Learning of the Ukrainian Language

In the article substantiated the linguodidactic principles of forming linguistic identity of future translator sin learning of the Ukrainian language. Attention paid that the language interpreter personality is a secondary language personality of elite type, able to learn, describe, evaluate, transform the irsurroundings, communicate effectively by means of a foreign language in a foreign language is course. Emphasized that the effective formation of linguistic identity provides an account of conceptual principles that define the methodology, content and technology for training of future translators. Considering that methodological concept reflects the relationship between different approaches and principles of learning defined the peculiarities of implementing the principles of the humanization of the educational process and personal guidance, consistency and sequence, developing and educating education, fundamental education and its professional orientation, consciousness and creativity of students, science, combining learning with life, contextuality, sociocultural accordance and others. The author concludes that the conceptual basis of linguistic identity formation of future translators due to the introductionofthethreeinterrelatedconceptsthatcontributetotherealizationoftheideaofle adingthe study, modern methods of trying to make a paradigm linguodidactic synthesis tools bring it in to line with the needs of the educational environment that requires optimization of university teacher, balance dapproach to the selection and application of methods and techniques of teaching Ukrainian future translators.

Key words: language training of an interpreter, language personality of an interpreter, principles of learning, approaches to teaching of Ukrainian.

Formulation of scientific problem and its significance. Recently the problem of training future translators is in sightof philosophers (Ye. Borynshteyn, K. Maltseva, M. Ryabova), linguists (F. Batsevych, N. Valeeva, T. Kosmeda, L. Matsko, V. Sdobnykov, L. Struhanets, O. Petrova), psychologists (R. Hladushyna, V. Gusev,

V. Zasyekina, I. Zymnya, T. Pastryk, A. Plyehov), teachers (S. Amelina, N. Gavrylenko, N. Halskova, O. Zabolotska, I. Pluzhnikov, G. Saprykina, O. Semenoh). Of particular interest are the works that show the results of the study methods of forming professional competence of interpreters, including works by I. Bakhov, D. Ishchenko, V. Kalinin, T. Kolodko, O. Pavlik, T. Pastryk, Z. Pidruchna, K. Skyba, N. Sobol, Zh. Talanova, L. Tarkhova, O. Shupta, A. Yankovets. Aspects of the socio-cultural training in learning of a foreign language is reflected in scientific studies by Yu. Passov, S. Ter-Minasova, R. Lado, H. Brown, P. Erman, J. Harmer, A. D. Hirsh, J. L. Moreno, M. Wallace, A. R. Wright. Despite the growing number of publications, language basis for the formation of linguistic identity of future translators were not the subject of special consideration.

The purpose of the article: analyzing professional literature, summarizing the experience of Ukrainian universities to outline the linguodidactic basis for the formation of linguistic personality of future translators.

Researchers consider that linguistic identity of an interpreter is a secondary language personality. By A. Plyekhov it is "a communicative active subject capable to cognize, describe, evaluate, transform the surrounding reality and engage in dialogue with others by means of a foreign language in a foreign language speech activity" [4]. We were impressed with the concept of a harmonious translation worldview developed by L. Kushnina and M. Sylantieva. According to them, the translator by creating a text for other linguistic identity, acquires the features of elite linguistic identity, transforming and perfecting himself, the environment and surrounding people. They define an interpreter as a secondary language person, because he does not create meaning, but only transmits it. Take into account the fact that within the synergy of translation researchers admit the idea of meaning increment, implemented in any high-quality translation [2, p.74]. By the language personality of an interpreter we understand a secondary language personality of elite type, able to learn, describe, evaluate, effectively communicate by means of Ukrainian and foreign languages in polydiscursive activities. Language personality of

an interpreter is the subject of intercultural actions and interactions, interpersonal, intertextual, polydiscursive communications.

Effective formation of linguistic identity provides account of the linguodidactic principles that determine the content and technology of language training of future translators.

The method of training for interpreters of Ukrainian language based on certain regularities which promotes effective consideration of the educational process. The problem of education regularities duly justified in teaching studios by Y. Babanskii, S. Goncharenko, V. A. Ortynsky, P. Pidkasystyy, I. Pidlasyy and others. I. Pidlasyy comes from the fact that the regularity reflects the objective, essential, necessary, common, persistent and repetitive under certain conditions relationships. The researcher suggested to methodize regularities with the model of the learning process that includes six components: didactic, psychological, cybernetic, organizational, sociological, epistemological. Considering this scientist has identified common and partial regularities: first group covers the entire educational process and the second only some of its aspects. Among the common regularities I. Pidlasyy defines the purpose of the regularity: the purpose of training depends on the level and pace of development of society, its needs and opportunities, the level of development of science of teaching and practice; the regularity of content: the content of education depends on social needs and goals of education, the pace of social and technological progress, age opportunities of learning person, the level of theory and practice training, logistical and economic opportunities for educational institutions; regularities of teaching quality: effectiveness of each new phase of training depends on the performance of the previous stage and the results achieved, the nature and volume of mastered material, organizational and pedagogical influence, training time, etc; regularities of teaching methods: effectiveness of teaching methods depends on the knowledge and skills in the application of methods, goals and content of education, age, educational opportunities of training, logistics and organization of educational process [5, p. 164].

According to S. Goncharenko regularities of learning are objective, stable and substantial relationships in the classroom that contribute to its effectiveness: orientation of training to solve problems related to full and harmonious development of personality [1, p. 123]. V. Ortynsky thinks that the specifics of teaching regularities are that they reflect a stable relationship between all elements of education - teacher activities, student activities and subject of learning, i. e. learning content [3].

Didactic regularities are general in nature, so in the context of our study we believe that linguodidactic regularities or regularities of language teaching are productive. Regularities of learning and mastering the mother tongue are objectively existing dependence of the results of mastering speech on the degree of development of human language forming system (L. Fedorenko) [8]. Authors of "Dictionary-reference book on linguistics" under the laws of learning language are understanding the connection between linguistic theory and practice of speech, the dependence of learning outcomes and learning the language of potential speech environment created during training process and in everyday life (regularity in the broadest sense is the objectively existing, permanent and necessary relationship between objects, phenomena or processes stemming from their inner nature, essence). The researchers attribute to the regularities of language teaching: a constant attention to the matter of language, its sound system; understanding the semantics of language units; ability to assimilate norms of the literary language; evaluation of expressive possibilities of the mother tongue; development of linguistic flair, the gift of speech; rapid development of speech; dependence speech skills and knowledge on grammar and vocabulary, etc. [7, p. 101]. The mentioned regularities described in detail in the works of famous scientists-methodists M. Baranov, S. Karaman, T. Ladyzhenska, M. Lvov, T. Okunevych, M. Pentylyuk, K. Plysko, A. Tekuchov, L. Fedorenko and others.

Important regularity of assimilation of Ukrainian related to the development of linguistic flair, the gift of speech, which should have linguistic identity. Psychologists and linguodidacts (A. Bogush, N. Gavrysh, K. Krutiy et al.) noted that the language sense develops with a language acquisition in early childhood, the process gains intensity in a teen age. Analysis of the literature shows that the presence of a

language sense is the key to forming translation competence of students as it is necessary in the process of selecting the best variant of translation among several. However, there are also situations when the translator has to improve the original text in the translation process, which requires a developed sense of language. The sense of language is also indispensable during simultaneous interpretation, when the use of dictionaries and reference books is impossible. The sense of language allows to speed up the translation process, to increase its accuracy.

Mastering Ukrainian language requires formed skills to evaluate its expressive means and use them orally and in writing. This regularity is not only in understanding the expression of language, but also learning ways of expressing emotions and expressiveness of speech in the communication, the ability to detect the expressive possibilities of language means in the communication, for example, using emotive language, stylistic, rhetorical figures, and more.

Considering the aforementioned regularities contributes to productive implementation of Ukrainian language learning, development of effective methods of forming linguistic identity of future translators.

Because the regularity of training is theoretical basis for developing methods of forming linguistic identity of future translators, we need to analyze the principles of education, where practical guidance is enshrined.

Analysis of scientific studies in the theory and methods of professional education (S. Amelina, I. Bakhov, N. Gavrylenko, S. Perova, I. Pluzhnyk, V. Safonova, S. Shekhavtsova etc.) allowed the conclusion that a set of principles is especially important for the formation of future translators linguistic identity. Let's consider them in detail.

The principle of humanization of the educational process and personal orientation is aimed at recognizing the value of human beings, respect for rights and freedoms, focused on common to all mankind goals and values.

The principle of systematic and consistency allows you to present the formation of linguistic identity of future translator as an holistic dynamic system that provides unity of training, development, education and characterized by persistent

relationships between these components; provides a transition from simple forms and methods to more complex that require creative thinking and independence. From simple adapted texts to the authentic, original texts in a foreign language.

The principle of the developing and education training expresses leading purpose of functioning of pedagogical system, it connects the main educational categories (upbringing, education, training).

The principle of fundamental education and its professional orientation requires proper ratio of orientation to broad erudition and narrow specialization, fundamentalism and adaptability in the training and outcomes of learning, the overall development of personality and professional competence of future interpreters.

The principle of consciousness and creative activity of students determines the ensurance of conditions by teacher that stimulate the activity of students, encourage them to foreign language communication, reveal their creativity through the use of appropriate forms, methods and means of education – didactic games, imaginary videoconferences, presentations, discussions, and more.

The principle of science provides orientation on the implementation of the newest results of development work in the educational process, especially in the field of pedagogy, psycholinguistics, ethnic psychology, ethnolinguistics and communicative linguistics, linguopragmatics, genre theory, communication theory and intercultural communication. It is essential to create conditions for the formation of the scientific concepts of students that play a major role in the development of linguistic identity of an interpreter.

Particular significance acquires principle of combining education with life. Systematic application of foreign authentic visual aids and texts that encourage students to different types of speech activity in the educational process provides the atmosphere, that is so close to life.

The principle of contextuality helps to "immerse" the educational process in the context of future translation work, primarily through modeling of professionally significant situations, translation of professionally oriented texts that fills the

formation of linguistic identity of future translators with a personal sense, develops positive motivation of students, determines their active life position.

The principle of sociocultural compliance due to the fact that in language education focus recently shifted towards the formation of multicultural professional competence. The content of the curriculum should not only provide an opportunity for students to master another way of learning, but also to immerse them in a new culture. Strengthening of the socio-cultural and multicultural component should be an important criterion for selecting the content of educational material.

The source of interest development in learning of a foreign language can become interdisciplinary connections in education, especially the connections between Ukrainian and foreign language, Ukrainian and world literature, history, geography, the arts, music. The principle of the implementation of interdisciplinary relations encourages teachers and students to creative cooperation, contributes to the formation of future translators' consistent motivation to learn.

Compliance of the principle of cultures' dialogue in the educational process provides a comparative study of cultures in the context of their direct and indirect interference.

The principle of creativity guides to involve students in creative activities, which enhances the level of their communication, multicultural, translation competencies.

Realization of the principle of visibility in the educational process has unique characteristics: visibility (films, slides, TV shows, multimedia presentations, photographs, drawings, reproductions, etc.) is an important means to enhance students' motivation to develop new knowledge, contributes to a better understanding and remembering information on this or that discipline.

The principle of a combination of an individual and collective learning determines the optimal ratio of different forms of learning.

In the process of formation of future translators' linguistic identity advisable to consider the principles that caused the essence of competency approach which in recent years is leading at organization of professional education. These include the

principles of motivational ensuring of educational process; value orientation; life appropriateness and effectiveness of knowledge; focus of training on the full and harmonious development of personality; cooperation and mutual support; activity of the individual; individualization; the organic unity of human, speech, and learning process.

The principles are always in the organic relationship, complementing and determining each other. They confirmed with the content of training (implemented in programs and textbooks) and are in the basis of the educational process: organization of classroom, extracurricular and independent work, the use of methods and techniques of training, selection of appropriate teaching materials and more. Considering of the complex of characterized principles in the language training process promotes the formation of future translators' linguistic identity.

So, understanding of the linguodidactic principles of formation of future translators' linguistic identity allows to state that the current method is trying to make a paradigm synthesis of the linguodidactic tools, to bring it into line with the needs of the educational environment that requires optimization of teacher's activities at university, balanced approach to the selection and application of methods and techniques of teaching Ukrainian for future language interpreters.

We see the prospects for further research in the development of a combined model of formation of future translators' linguistic identity.

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Горошкін І. О.

Лінгводидактичні засади формування мовної особистості майбутніх перекладачів у процесі навчання української мови

У статті обґрунтовано лінгводидактичні засади формування мовної особистості майбутніх перекладачів у процесі навчання української мови. Акцентовано, що мовна особистість перекладача – це вторинна мовна особистість елітарного типу, здатна пізнавати, описувати, оцінювати, перетворювати навколишню дійсність, ефективно спілкуватися засобами різних мов в іншомовній дискурсній діяльності. Наголошено, що ефективне формування мовної особистості забезпечує взаємозв'язок різних підходів, принципів навчання, визначено особливості реалізації принципів гуманізації освітнього процесу й особистісної орієнтації, системності й послідовності, розвивального й виховуючого навчання, фундаментальності освіти та її

професійної спрямованості, свідомості і творчої активності студентів, науковості, поєднання навчання з життям, контекстності, соціокультурної відповідності тощо. Автор доходить висновку, що лінгводидактичні засади формування мовної особистості майбутніх перекладачів зумовлені запровадженням комплексу підходів, закономірностей, загальнодидактичних і специфічних принципів мовної підготовки майбутніх перекладачів; сучасна методика намагається здійснити парадигмальний синтез лінгводидактичного інструментарію, привести його у відповідність до потреб освітнього простору, що потребує оптимізації діяльності викладача вишу, виваженого підходу до вибору і застосування методів та прийомів навчання української мови майбутніх перекладачів.

Ключові слова: мовна підготовка перекладача, мовна особистість перекладача, принципи навчання, підходи до навчання української мови.

Горошкін И. А .

Лингводидактичні основы формирования языковой личности будущих переводчиков в процессе обучения украинскому языку

В статье представлена обобщенная точка зрения на языковую подготовку будущих переводчиков на уровне подходов к обучению, закономерностей и принципов обучения. Автор обращает внимание, что языковая личность переводчика – это вторичная языковая личность элитарного типа, способная познавать, описывать, оценивать, преобразовывать окружающую среду, эффективно общаться средствами украинского и иностранного языков в полидускурсной деятельности.

Акцентируется внимание на принципах гуманизации образовательного процесса и личностной ориентации, развивающего и воспитывающего обучения, фундаментальности образования и его профессиональной направленности, научности, системности и последовательности, контекстности, социокультурного соответствия и др. Автор сформулировал вывод, что лингводидактические основы формирования языковой личности будущих переводчиков обусловлены внедрением комплекса подходов, закономерностей, общедидактических и специфических принципов языковой подготовки будущих переводчиков, современная методика аккумулирует усилия для парадигмального синтеза лингводидактического инструментария, проведения его в соответствие с потребностями образовательного пространства, что требует оптимизации деятельности преподавателя вуза, взвешенного подхода к выбору и применению методов и приемов обучения украинскому языку будущих переводчиков.

Ключевые слова: языковая подготовка, языковая личность переводчика, закономерности обучения, принципы обучения украинскому языку.

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