

S. BUKHKALO, A. AGEICHEVA, M. MOSKALENKO, I. ROZHENKO, O. BELYANSKIY

PROFESSIONAL COMPETENCE FORMATION WHILE TRAINING FIELD TRANSLATION SPECIALISTS

The importance of professional competence formation while training field translation specialists is analyzed. It has been proved that training translation is of great importance for the country for establishing international relationships around the world. Professional competence main aspects are investigated. A comprehensive analysis of professional competence formation while training field translation specialists is performed. Peculiarities of professional competence formation are revealed. Exploring main aspects of training field translation is described. It is determined that it is important for a translator to have professional competence. The results of this work are very important and necessary for further study of the field translation specialists training. The materials of the article consider the possibilities for determining the goals of education of university students in order to further develop the components of complex projects. Developments have been carried out using modern, highly efficient, science-based technologies for the use of raw materials, for example, from the types of analysis of raw materials and products to the choice of polymer packaging and packaging at various stages of operation and disposal. Examples and some features of possible learning solutions based on experimental data of development of mechanisms of identification-classification of processes and their scientific substantiation in the form of objects of intellectual property are presented.

Key words: Field translation, training, professional competence, example, Information Technology, Master training

Introduction. The current economic situation in the labor market requires high competence in the main specialty and well-developed knowledge mobility of university graduates in various spheres of life. For quick adaptation in the professional and social spheres, an employee needs professional competencies that do not lose their significance when the production technology changes and help to work effectively when changing the main profession.

Professional competence is a necessary component of a person's professionalism, formed in the process of higher professional education. High competence in the main specialty and a developed mobility of knowledge in various areas of life can give a young specialist training in a Master's degree, which is especially important in the current economic situation in the labor market. Translation sphere plays an important role in the development of the domestic economy as a whole. In this regard, the state of professional training of Masters in field translation the prospects for its improvement and development are considered as one of the most important tasks of educational policy. In addition to the increased volume and depth of professional knowledge, today a Master in translation needs to have non-standard thinking, developed professionally significant qualities, possess communication skills, implement a creative approach to solving not only technological and technical, but also socio-economic, environmental, research problems, while using a wide synthesis of interdisciplinary knowledge. The competence model of a

Master in field translation includes the following groups of competencies: social and personal, economic and organizational and managerial, general scientific, general professional and special. Socio-personal, economic and organizational-management, general scientific and general professional competencies serve as a foundation that allows the graduate to flexibly navigate the labor market and be prepared for continuing education. The formation of professional competence of

specialists is a step-by-step process of professional and personal development.

Professional competence develops as Masters acquire certain competencies. It is necessary to create such conditions in the system of higher professional education that would contribute to the development of basic professional competencies. The question arises, how to ensure such a level of training for undergraduates? How to purposefully form, develop and consolidate the competencies necessary for the professional activities of Masters? Pedagogical science still faces unresolved tasks of creating effective didactic systems based on the use of such forms and methods of teaching that would ensure intensive mastery of core competencies and contribute to more effective development of the individual. In order to achieve a practical orientation, strength and effectiveness of knowledge, it is important not only to organize the process of their assimilation in a different way, but also to make serious adjustments to all forms of control over the educational work of undergraduates.

Identification of previously unsettled parts of the general problem.

So, the formation and development of the basic professional competencies of future Masters is one of the main trends in the development of modern higher professional education. On the other hand, the development of basic professional competencies among undergraduates of technical universities is one of the little-developed, but especially important areas in solving the problems of improving the efficiency of the educational process and the quality of Masters' training. In this study, an attempt was made to theoretically substantiate and experimentally prove the possibility of forming the basic professional competencies of future Masters in field translation in the terms of experimental integrated learning.

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The main purposes of this paper are:

the identification, theoretical justification and experimental verification of pedagogical conditions that contribute to the effective formation of professional competence of undergraduates

The main part.

The concepts of “competence-based approach” and “key competencies” have become widespread relatively recently in connection with discussions about the problems and ways improving education. Appeal to these concepts is associated with the desire to determine the necessary changes in education. The conceptual

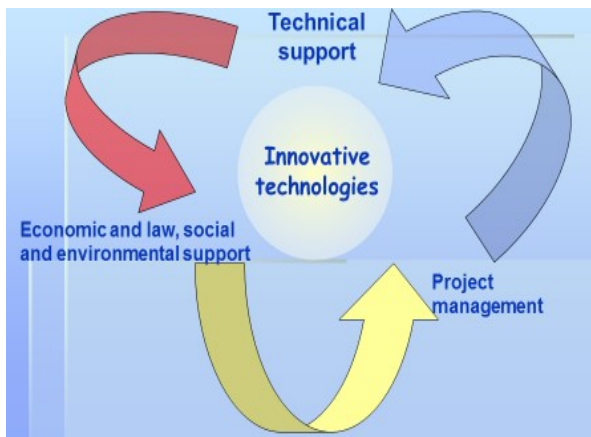


Figure 1. Design technology improvement areas

The competence-based approach is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results. These principles include the following provisions:

- The purpose of education is to develop the ability of students to independently solve problems in various areas and activities based on the use of social experience, an element of which is the students' own experience.
- The content of education is a didactically adapted social experience in solving cognitive, ideological, moral, political and other problems.
- The meaning of the organization of the educational process is to create conditions for the formation of students' experience of independent solution of cognitive, communicative, organizational problems that make up the content of education.
- Evaluation of educational outcomes is based on an analysis of the levels of education achieved by students at a certain stage of education.

Many ideas of the competency-based approach emerged as a result of studying the situation in the labor market and as a result of determining the requirements that are formed in the labor market in relation to the employee. The concept of a "good employee", of course, includes the qualities of a good specialist, i.e. certain special, professional training. But a good employee is a person who can work in a team, can make independent decisions, is proactive, capable of innovation. From the

apparatus that characterizes the meaning of the competence-based approach in education has not yet been established. However, some essential features of this approach can be identified (for example 1, figure 1 and 2) [1–5]. The presented material is characterized by a variety of topics and tasks that correspond to the main sections of the course «General technology of the food industry» with the inclusion of sections «Classification of the main laws of food technology» and «Main characteristics of complex projects of an innovative industrial enterprise», which expands the possibilities of training bachelors.

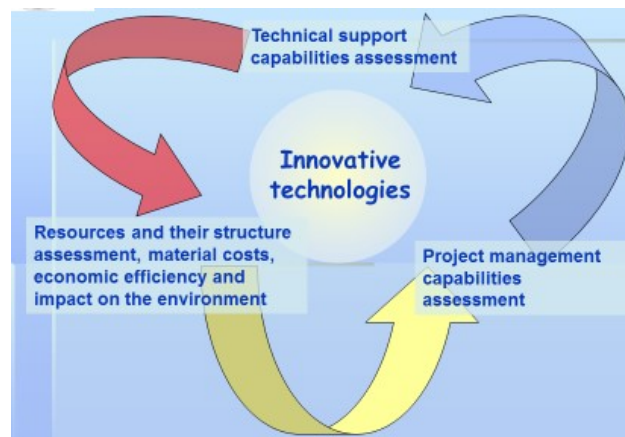


Figure 2. Techniques for improving design technology standpoint of the competency-based approach, the main direct result of educational activity is the formation of key competencies. When implementing the competency-based approach, a number of theoretical and methodological issues arise, but the main question remains: what is the difference between the competency-based approach and the traditional approach.

In the history of science, there are many approaches that can be classified on various grounds. By scientific disciplines: philosophical, psychological, pedagogical, anthropological, interdisciplinary, etc. According to the object of application: activity, cultural, personal, etc. By organization of consideration (analysis): systemic, complex, structural, etc. The competence-based approach is systemic, interdisciplinary. It is characterized by both personal and activity aspects, i.e. has a practical, pragmatic and humanistic orientation. For the preparation of masters with high professional competence, it is necessary to take into account the professional and personal qualities that they must possess as qualified workers: competence; independence; a responsibility; mobility; analytical thinking; information, legal and environmental culture; entrepreneurial and creative activity; willingness to constantly update knowledge, etc.

The implementation of the educational program for the preparation of masters in the electrical engineering direction provides for the fulfillment of a number of requirements for the professional and personal training of a certified specialist. That is, it is necessary to build a model based on the analysis of social, industrial and

other types of activity of an engineer, taking into account the prospects for the development of science, technology and society as a whole, and allowing to single out a system of personality qualities that ensure its self-development, self-improvement and self-learning to fulfill emerging in the process of life tasks.

The concept of a specialist model is capacious and diverse. [6]. The problem of wastes utilization and recycling is present as complex research and analysis of energy- and resource saving processes for treatment of polymer wastes of various origin [1–29]. As an example 2 of synergetic approach to polymer figure 3 – 6.

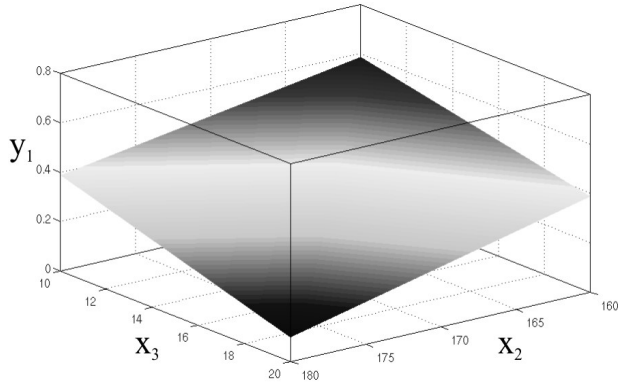


Figure 3: $X_1=4$

$$Y_4 = 0,280 - 0,083x_1 - 0,120x_2 - 0,130x_3 - 0,002x_1x_2 - 0,007x_1x_3 + 0,050x_2x_3 + 0,073x_1x_2x_3$$

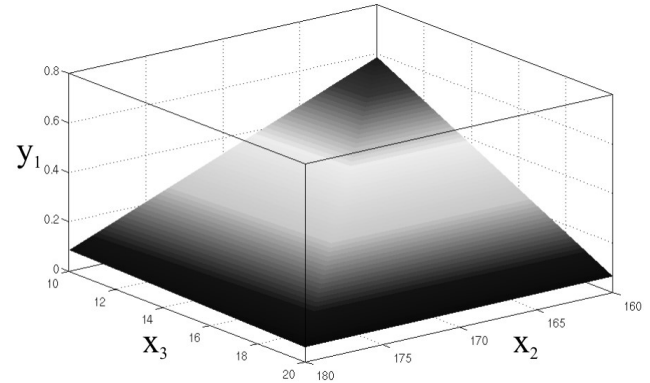


Figure 4: $X_1=2$

$$Y_4 = 0,280 - 0,083x_1 - 0,120x_2 - 0,130x_3 - 0,002x_1x_2 - 0,007x_1x_3 + 0,050x_2x_3 + 0,073x_1x_2x_3$$

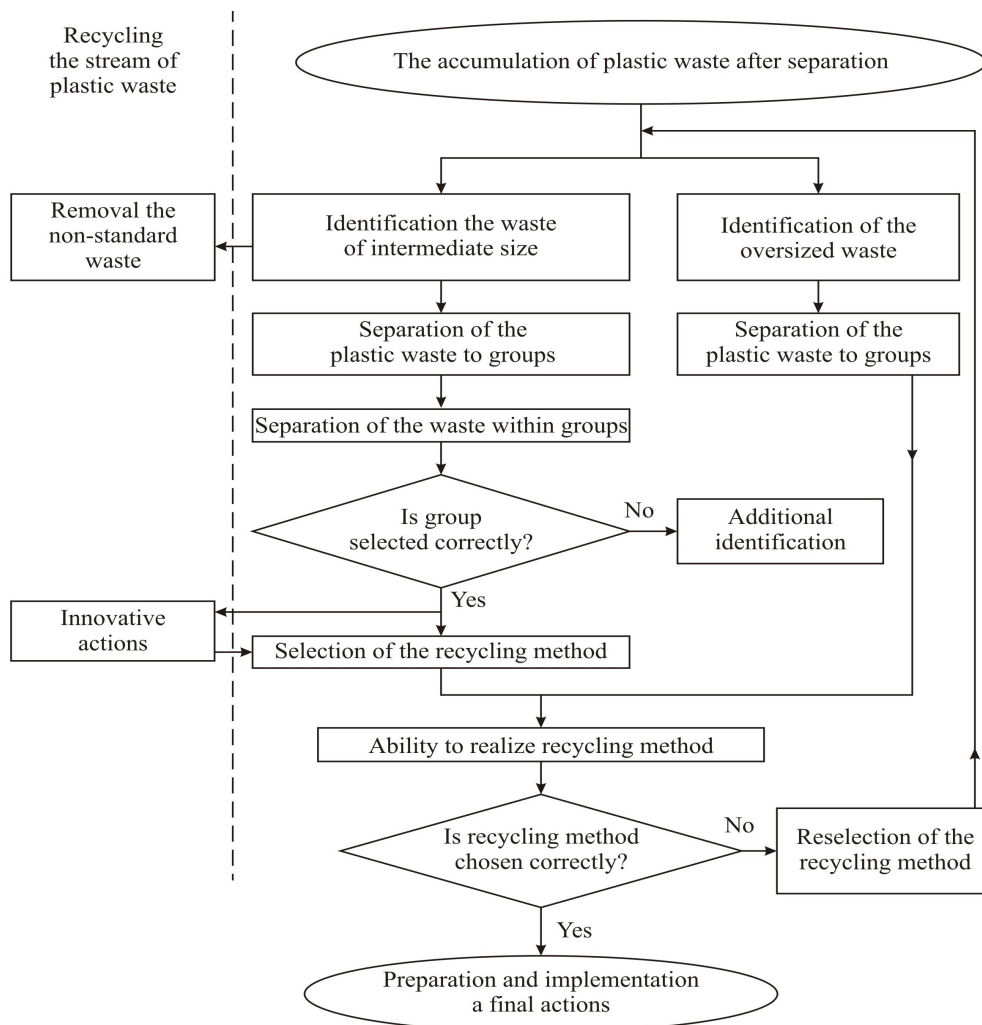


Figure 5. Study and analysis of identification



Figure 6. Study and analysis of the course «General technology of the food industry»

The indicators for assessing the competence of a specialist are:

- professional knowledge, including data of pedagogical sciences (facts, ideas, concepts, current state and different views on the problem), erudition, free presentation of material, etc.;

- the level of communicative culture, taking into account the ability to express thoughts in written and oral form; the ability to interest and explain the material, to argue, debate; give reasoned opinions, specifically answer questions; understand and listen;

- the desire for professional growth, determined by the presence of awareness, the need and importance of professional growth; possession of methods for solving professional problems; the ability to achieve goals;

- the criterion of "ability to reflect", which includes the ability to evaluate oneself, highlighting the positive and negative aspects in the personal and professional sphere; the ability to realistically take into account their capabilities and resources. As follows from the above list of types and generalized tasks of activity, the master receives an education of a higher quality (level), which should provide him with additional opportunities in the field of professional activity compared to the bachelor, including the right to independently conduct individual work (projects), make the necessary decisions, etc.

The cognitive basis of all competencies is scientific knowledge, but this aspect is most pronounced in the preparation of masters, which ensures the ability of these

graduates to solve complex issues and make independent decisions. A higher level of master's training gives him the opportunity to engage in scientific research, development and discovery. In addition, the master should have communicative competencies to a much greater extent than the bachelor. This is due to the fact that the work of a master is possible both in the field of man-man and in the field of man-machine, while the bachelor is prepared mainly for work in the field of man-machine. To ensure the possibility of adapting a graduate to a dynamically developing field of engineering and technology, he must have a broad outlook, general technical education that goes beyond the general education formed by a secondary school.

Fundamental knowledge that determines general technical education should be formed as a result of the student's mastering the cycles of natural science and mathematical disciplines, as well as general knowledge for a wide range of professions, knowledge in the field of organizational and managerial activities, information technology, materials science, electrical engineering, engineering graphics and etc. So, the formation of the master's professional competence is a step-by-step process of professional and personal development. Professional competence develops as the master acquires certain competencies.

Pedagogy in the context under consideration finds itself in a contradictory situation: on the one hand, it deals with the unique personality of the student and, in

this sense, there cannot be a prototype for it, which means that it is possible to reproduce a certain quality of a social object (a person of a certain society) only with a certain degree of conventionality, and on the other hand, the institution of an educational institution is called upon to reproduce «social objects» of a strictly defined quality, a certain standard.

A socio-economic analysis of the development of modern professional technologies allows us to identify the main factors that determine the need to introduce the concept of key competencies into the practice of training and assessing specialists:

- economic uncertainty, containing the threat of unemployment and necessitating a continuous increase in the level of education and qualifications;
- change in the organizational structure of production: instead of a hierarchical vertical structure - a command (network) organization; wide distribution of the anthropocentric system of production;
- decentralization of the decision-making process, as a result of which the ability to work independently, analyze difficult situations and make responsible decisions is becoming increasingly important;
- widespread introduction of computer technologies into production, service and everyday life, replacement of conveyor-assembly production with a flexible, computer-controlled one;
- the presence of many languages and cultures, which implies a thorough humanitarian training and knowledge of 2 – 3 foreign languages.

Here are five core competencies that are given particular importance in the vocational education of the European Community:

- social competence - the ability to take responsibility, jointly develop a solution and participate in its implementation, tolerance for different ethnic cultures and religions, manifestation of conjugation of personal interests with the needs of the enterprise and society;
- communicative competence, which determines the possession of technologies of oral and written communication in different languages, including computer programming, including communication via the Internet;
- socio-informational competence, which characterizes the possession of information technologies and a critical attitude to social information disseminated by the media;
- cognitive competence - readiness for continuous improvement of the educational level, the need to update and realize one's personal potential, the ability to independently acquire new knowledge and skills, the ability to self-develop;
- special competence - readiness for independent performance of professional actions, evaluation of the results of one's work.

An indispensable requirement for a young specialist is the ability to adapt steadily in a rapidly changing technical production situation; for a specialist, flexibility, professional and psychological mobility, and readiness

for constant retraining are important. But retraining is not only the acquisition of knowledge, it implies a certain base, a foundation of knowledge that allows you to operate with them, increase them, and, if necessary, quickly change your specialty. Flexible systems of production will require flexible systems for training specialists. Studies in the field of professional competencies show that in most cases, an employee (specialist) is required to have abilities that are not directly related to the subject content of the specialty, but are of an extrafunctional nature.

There are social, professional and special competence. Social competence is the ability of a specialist to quickly adapt to various national, cultural, material, industrial and economic environments, which is possible on the basis of his discipline, responsibility, activity, entrepreneurial spirit, sociability, good manners, and the ability to work in a team. Social competence determines the desire of a specialist to improve his educational potential and status up to the occupation of a managerial position. This competence is manifested in the social mobility of a person.

Professional competence is a system of knowledge, skills, skills that ensure the performance of professional activities of a wide profile (in related specialties). Professional competence is determined by the range of general technical knowledge, skills and abilities and is expressed in the professional mobility of a specialist.

Special competence is the knowledge, skills and abilities necessary for the implementation of professional activities directly at a particular workplace.

There are three levels of competencies:

- narrow range – highly specialized, monoprofessional;
- medium range - for a certain group of professions;
- wide range - not associated with any profession.

The formation of students' professional competence is changing under the influence of the dynamics of professional and life values, motivation for learning, the development of new types of educational institutions, and the expansion of the range of training and education technologies. In general, the humanization of vocational education has shown and activated the flexibility of professional intentions, the mobility of interests; there is a more complex structure of motives for professional self-training. The current situation on the labor market in many respects smooths out the problem of the rigidity of professional choice. The pedagogical process has wide and varied possibilities for the formation of a student's professional competence.

Here is a list of opportunities for the educational process of a technical university to form the professional competence of future masters:

- availability of basic training courses,
- the inclusion of specialization for mastering the theoretical foundations of entering the profession with an awareness of the importance of the unity of general and vocational education,
- the use of educational and industrial practices for the acquisition of professional experience by the method

of professional trials; professionally significant simulation professional situations in the system of laboratory and practical classes, pedagogical technologies for supervising the individual style of the future professional,

- orientation of the master to self-knowledge of the features and capabilities of his personality in accordance with the requirements of the profession, interest in self-development of professionally necessary qualities,

- striving for versatility of development for the purpose of possible future self-realization in situations of professional activity,

- awareness of the need to update the professionally significant qualities of a person in the process of learning according to the profile of the faculty, the ability to control and evaluate processes, the effectiveness of activities, etc.

The educational and educational process of a technical university is capable, using the potential possibilities of solving problems and forming the professional competence of a specialist, to provide pedagogical conditions aimed at “corresponding” the educational and educational process of a university to the main characteristics of future professional activity. So, the formation of professional competence is the process of successful mastering the profession, the emergence of integrativeness of personal quality, which allows the master to be ready to solve professional problems, realizing social responsibility for the consequences of their solution and building a favorable personal perspective. In addition, we believe that one of the regularities in the formation of professional competence is the presence of motivation to master a profession.

Of all the pedagogical conditions, we single out, in our opinion, the optimal ones that affect the development of the basic professional competencies of a student in a certain direction:

- conditions that ensure the participation of teachers in the development of the basic professional competencies of future specialists;

- conditions that ensure the participation of undergraduates in the development of basic professional competencies as active subjects of self-development;

- conditions affecting the formation of basic professional competencies, which are provided by the educational and professional environment.

Innovative processes in education are based on scientific developments, including managing the quality of the state of pedagogical reality and explaining the reasons that led to such a state, and provide for the purposeful creation of new forms of external and internal activities of subjects of pedagogical interaction using model representations, with their subsequent implementation, if available. the following conditions: a system-holistic approach to the organization of training; professional competence of the teacher and his readiness for innovation; technological support of the educational process (educational programs, didactic materials, automation tools).

The creative activity of the subjects of the educational process is closely connected with the theory of pedagogical practice, with forecasting, organization, planning, modeling, and management of the educational process. Therefore, the design of didactic technologies requires a systematic and holistic approach to solving educational problems and tasks in a technical university.

The list of requirements for a young specialist allows us to draw the following conclusions:

1. In production, in modern conditions, the role of qualities of not only professional, but also personal nature of an engineer has increased.

2. The demand for integrated knowledge and skills of a modern specialist has increased.

3. The role of abilities and skills to carry out economically sound actions and make rational decisions has increased.

4. In production, integrated, interdisciplinary knowledge and knowledge of information technologies are in demand.

Undoubtedly, changes in the basic model of a young specialist entail a transformation in the technology of his training, associated not only and not so much with adjusting the content of education, but with the use of innovative teaching methods. There is a need to design innovative technologies based on interdisciplinary and other types of integration. This statement is based on the fact that a young specialist must have not only integrated knowledge and skills, but also an integrated consciousness, which, in our opinion, can be formed in the process of experimental integrated learning.

Translation competence includes linguistic, communicative, text-forming, technical competence, as well as the personal characteristics of the translator. The main components of modern information technology in the translation business should primarily include: information and reference; accumulation, archiving, search and restoration tools of fragmented translations; formatting and conversion means of text data; translation texts localization means; tools for translation quality control (References, Figure 6).

Conclusions and ideas for further investigation

Master's professional competence is a capacious and diverse concept. Obtaining such a model involves the description of a large number of intertwining factors, which in many cases is difficult to correctly interpret using mathematical and statistical methods of analysis and data presentation forms.

Competency models of masters have a certain degree of adequacy (compliance) and describe: a set of competencies that a specialist (a university graduate) should have; a set of activities and generalized tasks for which he is prepared; the degree of preparedness for solving a complex of generalized tasks in relation to a wide range of objects of activity [17–29].

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Відомості про авторів / Сведения об авторах / About the Authors

Бухкало Світлана Іванівна (Бухкало Светлана Ивановна, Bukhhalo Svetlana Ivanovna) – кандидат технічних наук, професор кафедри інтегрованих технологій, процесів та апаратів, Національний технічний університет «Харківський політехнічний інститут», м. Харків, Україна; ORCID: <http://orcid.org/0000-0002-1389-6921>; e-mail: bis.khr@gmail.com

Агейчева Анна Олександрівна (Агейчева Анна Александровна, Ageicheva Anna Oleksandrivna) – кандидат педагогічних наук, декан факультету філології, психології та педагогіки, доцент кафедри загального мовознавства та іноземних мов, Національний університет «Полтавська політехніка імені Юрія Кондратюка», м. Полтава, Україна; ORCID: <http://orcid.org/0000-0003-2184-8820>; e-mail: ageicheva@ukr.net

Белянський Олександр Миколайович (Белянский Александр Николаевич, Belyanskiy Oleksandr Mykolaiivych) – магістрант кафедри германської філології та перекладу, Національний університет «Полтавська політехніка ім. Ю.Кондратюка»

ORCID: <https://orcid.org/0000-0001-8546-0660> e-mail: ageicheva@ukr.net

Москаленко Марина Володимирівна (Москаленко Марина Владимировна, Moskalenko Maryna Volodymirivna) – викладач кафедри загального мовознавства та іноземних мов, Національний університет «Полтавська політехніка імені Юрія Кондратюка», м. Полтава, Україна

ORCID: <https://orcid.org/0000-0002-6135-5652> e-mail: triksi1309@gmail.com

Роженко Інеса Віталіївна (Роженко Инеса Витальевна, Rozhenko Inesa Vitaliivna) викладач кафедри іноземних мов з латинською та медичною термінологією Полтавський державний медичний, м. Полтава, Україна ORCID: <https://orcid.org/0000-0001-8334-5087> e-mail ageicheva@ukr.net

**С. БУХКАЛО, А. АГЕЙЧЕВА, М. МОСКАЛЕНКО, І. РОЖЕНКО, О. БЕЛЯНСЬКИЙ
ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ЗА СПЕЦІАЛОМ ПІДГОТОВКИ
СПЕЦІАЛІСТИ-ПЕРЕКЛАДИ**

Проаналізовано важливість формування професійної компетентності під час підготовки фахівців польового перекладу. Доведено, що навчання перекладу має велике значення для країни для встановлення міжнародних відносин у всьому світі. Досліджено основні аспекти професійної компетентності. Здійснено комплексний аналіз формування професійної компетентності при підготовці спеціалістів з перекладу на виїзні теми. Виявлено особливості формування професійної компетентності. Описано вивчення основних аспектів навчально-польового перекладу. Визначено, що для перекладача важливо мати професійну компетентність. Результати цієї роботи є дуже важливими та необхідними для подальшого вивчення підготовки фахівців перекладу. У матеріалах статті розглядаються можливості визначення цілей навчання студентів ВНЗ з метою подальшого розвитку компонентів комплексних проектів. Розробки велися з використанням сучасних, високоєфективних, науково обґрунтованих технологій використання сировини, наприклад, від видів аналізу сировини і продукції до вибору полімерної тари та упаковки на різних етапах експлуатації та утилізації. Наведено приклади та деякі особливості можливих навчальних рішень на основі експериментальних даних розробки механізмів ідентифікації-класифікації процесів та їх наукового обґрунтування у вигляді об'єктів інтелектуальної власності.

Ключові слова: польовий переклад, навчання, професійна компетентність, приклад, інформаційні технології, магістерська підготовка.

**С. БУХКАЛО, А. АГЕЙЧЕВА, М. МОСКАЛЕНКО, И. РОЖЕНКО, О. БЕЛЯНСКИЙ
ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ В ПРОЦЕССЕ ПОДГОТОВКИ
СПЕЦИАЛИСТЫ ПО ПЕРЕВОДУ**

Анализируется важность формирования профессиональных компетенций при подготовке кадров-переводчиков. Доказано, что обучение переводу имеет большое значение для страны для налаживания международных связей по всему миру. Исследуются основные аспекты профессиональной компетентности. Проведен комплексный анализ формирования профессиональных компетенций при подготовке кадров-переводчиков. Выявлены особенности формирования профессиональной компетентности. Описано изучение основных аспектов трансляции тренировочного поля. Определено, что для переводчика важно иметь профессиональную компетентность. Результаты этой работы очень важны и необходимы для дальнейшего изучения вопросов подготовки специалистов в области перевода. В материалах статьи рассматриваются возможности определения целей обучения студентов вуза с целью дальнейшей разработки компонентов комплексных проектов. Велись разработки с использованием современных высокоэффективных, наукоемких технологий использования сырья, например, от видов анализа сырья и продукции до выбора полимерной тары и тары на различных этапах эксплуатации и утилизации. Приведены примеры и некоторые особенности возможных обучающих решений на основе экспериментальных данных разработки механизмов идентификации-классификации процессов и их научного обоснования в виде объектов интеллектуальной собственности.

Ключевые слова: Полевой перевод, обучение, профессиональная компетентность, пример, информационные технологии, магистерская подготовка.