

Features of the German Linguistic Translation Competence Formation of Students of Higher Educational Institutions

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Translation skills are required in professional and scientific-practical activities in various fields of modern knowledge. In addition, translation competence will be put to good use in international cooperation in the field of science and business. **The purpose** of the

research lies in exploring the pedagogical conditions and experimental verification of the features of the German linguistic translation competence formation of students of higher educational institutions, which involves assessing the success of students according to the criteria of practical, technological and reflective activity; activities on increasing motivation, studying the conditions for the translation competence formation. Research goals involve the application of the method of formative experiment, as well as methods of description, observation, and statistical method. This will make it possible to reveal positive changes in the stages of translation competence formation in the experimental group in comparison with the control group. **The research hypothesis** involves increasing the effectiveness of professional training of specialists in technical translation provided the creation of pedagogical conditions and the use of technological and interactive educational resources. **The result** of the project implementation lies in increasing the level of translation skills, the ability to make accurate and correct translation, improving speech skills, as well as making them to the maximum useful as translators for business and the society. **In perspective**, the development of further educational projects on the foreign language translation competence formation is expected, where future translators should focus on the formation of the main core of communicative competence in the process of teaching German and technical knowledge that will provide the opportunity to become a professional.

Key words: linguistic competence, foreign language teaching, competence approach, translation competence, professional communication.

Introduction

Informatization of education, the constant development of new technologies, globalization and integration processes dictate new requirements for training future specialists, their ability to translate texts of a different nature, style, direction. Highly qualified specialists should possess a sufficient level of knowledge of foreign languages and new technologies. This determines the relevance of the constant search for effective programs in order to master foreign languages, where an important component is the translation competence.

Analysis of recent investigations has revealed that there are several defining components to the “competence” concept (Junining, 2020; PACTE, 2018). In accordance with research goals, competence is a dynamic combination of metacognitive and cognitive skills, practical skills and knowledge, as well as ethical values (Poland, et al. 2003). Competence is defined as a proven ability to use knowledge, skills, personal, methodological abilities, social opportunities in working and learning situations, in personal and professional development (Brøgger, 2017).

Germany is an essential component of the global development of the economy, diplomacy, science, education and sports. Consequently, the interest of the language is currently growing; there is a great demand in the world for qualified specialists who possess a good command of the German language and would have translation skills. High technologies and scientific discoveries, being available and developed by the best research institutes and companies in Germany, will be useful to the world community. For this reason, partnerships and the German language proficiency are necessary to a great extent. It is also an opportunity to communicate with foreigners, the opportunity to translate scientific and technical

materials, documentation, as well as work in the field of several languages. In addition, this is the prospect of fruitful work at scientific conferences, where specialists possessing several languages are in high demand in the labour market. This is precisely why a promising area of work is the development and implementation in practice of an innovative pedagogical product for mastering foreign (German) language, which makes it possible to develop foreign language competencies, create conditions for the formation of a specialist, competitive in current labour market conditions.

II. Aims

The purpose of the research lies in establishing the effectiveness of educational innovations used in the process of forming translation competence, skills and abilities in translation.

Based on the purpose outlined, it is planned to perform the research objectives as follows:

- to establish the components of translation competence;
- to evaluate the effectiveness of innovative pedagogical technology for German linguistic translation competence formation, which is used to improve the quality of education, to attract new technologies at different stages of the implementation of teaching a foreign language.

III Literature Review

The issue of search and implementation of teaching technologies in order to form foreign language competence are considered in numerous modern studies (Ashton, 2014; Fernández-Manjón, 2007). The features of foreign language competence formation are investigated, taking into account the mutual influence of humanitarian and professional disciplines in training students (Jayashree, 2017; Zhao, 2018). The professional and academic orientation of studying foreign languages is considered, where there is a combination of the possibilities of digital education, multimedia, social networks with traditional forms of education and the activation of students' independent work (Ko, et al. 2013; Senthilkumar, Kannappa, 2017). The content of the "foreign competence" concept is being developed, which is accepted in the study as follows: a dynamic combination of theoretical knowledge and practical skills and abilities (PACTE, 2018). This term stands for a person's ability to successfully use knowledge of a foreign language in professional, scientific activities, and social space.

In a number of scientific investigations, models of the formation of translation competence using digital technologies, social networks, and multimedia are considered (Shi, 2017); levels of students' working capacity (high, sufficient, average, low) on condition of using innovative methods of training are also studied (Saydaliyeva, 2019). A separate direction of current investigations is the development of innovative forms of training in higher education (Salgur, 2013; Puranik, 2020).

Researchers are also paying a particular attention to the management positions in the implementation of high-quality learning foreign languages, assistance in the introduction of new methods of training translators (Way, 2016; Kim, 2011). Kiki-Papadakis, Chaimala (2016) have raised the issue of mandatory inclusion of research and innovation programs in

the curricula of higher educational institutions. By the way, there are scientific works emphasizing the mandatory support of advanced high-tech programs being implemented in higher educational institutions by the university administration (Kuzmina, et al. 2020). The issue of using significant funds for technical and technological equipment of innovative projects, their inclusion in the development strategies of higher educational institutions should be considered in further scientific investigations.

IV. Methods

In order to implement the research objectives, the scientific group has introduced an innovative educational project. The following methods have been used within the framework of the project, namely: questioning, testing, observation, as well as quantitative and qualitative methods of data processing.

The study was conducted on the basis of Zaporizhka National University, Faculty of Foreign Languages. 2 university teachers, as well as 44 students of the first (bachelor's) level of higher education from 2 groups (CG and EG) were involved in the project. Their curricula included the educational component "German language" within the four-year bachelor's course offered by the university.

In the experimental group, training was introduced with a model of activation of translation competence; while in the control group, training was based on teaching according to traditional plans and a system of methods.

Within the framework of the educational project, during the 2020-2021 academic year (1 semester), data and materials on teaching German and the basics of translation were collected and analyzed.

The starting point of the project was a list of components essential in the development of translation competence, which should be improved with the help of an innovative educational complex, attracting the capabilities of digital technologies, educational platforms and multimedia.

In the course of the research, the major components of the translation competence formation have been determined, and a model of pedagogical technology has been formulated, promoting the development of practical translation skills. The basics of translation involve orientation skills in a real communicative situation, awareness of a certain set of special terminology in a particular industry chosen by the student.

A significant role is given to the motivation formation, practice-oriented approaches, digital literacy and a sufficient level of theoretical knowledge.

Stage 1. At the preparatory stage, the curriculum, materials for the courses were formed; preliminary consultations were held with the teachers on its use, participating in the experiment. Testing of the level of translation competence formation of students in the control and experimental groups at the initial stage was carried out.

Stage 2. At this stage, the components of translation competence were identified; active work was organized to improve translation competence in the experimental group within the discipline "German language"; educational platforms, means of multimedia were put to work. All this was taking place in a combination with traditional methods; independent work was activated, and creative and interactive tasks were given.

Stage 3. At the final stage, the level of the translation competence formation of the students of the control and experimental groups was monitored. Increasing the motivation level and expectations of improving other features can be indicators of increased translation competence.

On the basis of the data collected, the effectiveness of the studied teaching model has been determined; digital technologies and translation techniques have been used, and the principal features of translation competence have been highlighted. Subsequently, educational materials will be formed and systematized, uploaded to university sites and electronic archives.

Regarding the difficulties that the research group has faced with during conducting the experiment, this is the necessity for time expenditures (academic semester); it is impossible to determine the reasons for changing the respondents' assessments and opinions; there is no possibility to conduct a qualitative in-depth study.

V. Results

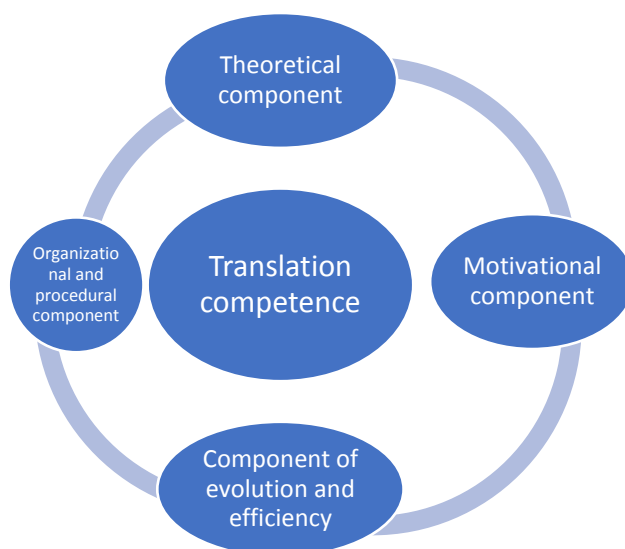
Data collection and systematization, technical and methodological training, theoretical investigations in the field of translation theory have made it possible to implement the project. Previously, curricula were developed, working teaching materials were formed, and preparatory work was carried out with teachers and respondents.

At the stage I, the first test was conducted on the motivation towards German linguistic translation activities, the ability to analyze and evaluate information, as well as the definition of a certain specialization. All this was carried out using questionnaires independently developed by the research group.

Table 1. Levels of translation competence formation of students at the initial stage.

Features	Low		Satisfactory		Average		High	
	CG	EG	CG	EG	CG	EG	CG	EG
Motivation	32%	35%	30%	33%	30%	24%	8%	8%
Reflexivity	34%	29%	37%	38%	15%	18%	14%	15%
Technological effectiveness	15%	18%	40%	39%	25%	30%	20%	13%
Practical centrality	45%	43%	27%	26%	23%	24%	5%	7%

At the II stage, the practical period of implementing the proposed program for improving translation competence in the experimental group began. A mixed type of training was used, involving a combination of traditional learning with elements of distance learning. Digital technologies, opportunities of educational electronic platforms, various multimedia technologies were applied. Independent and individual work of students was carried out within the framework of the course "German language".

Figure 1. Components of the students' translation competence formation

The motivational component assumes that the student is aware of the importance of learning foreign languages, the basics of translation, in particular; interest in learning a foreign language as a factor in the successful implementation of oneself as a specialist in a particular industry.

The component of evolution and efficiency involves the ability to learn foreign languages. The efficiency concept is based on the understanding of a foreign language as part of the specialist's professionalism and high qualifications, the scientific potential of the researcher, the ability to determine the specialist's own position on the labour market.

The theoretical component involves a set of knowledge of the general language level, without which the practical language implementation is not possible. This is the ability to translate texts of various genres of sufficient complexity level, authentic texts by profession; the ability to translate the content of professional issues; perceive speech; hold correspondence; navigate in industry terminology.

Focus on the practical application of translator's skills and abilities are defined by the procedural and organizational component as the ability to work independently, self-analysis, discipline and responsibility, the ability to apply one's own knowledge in practice.

At the final stage, a survey was conducted and the levels of students' translation competence formation in the final period were determined.

Table 2. The final stage. Levels of students' translation competence formation.

Features	Low		Satisfactory		Average		High	
	CG	EG	CG	EG	CG	EG	CG	EG
Motivation	35%	46%	30%	45%	30%	34%	8%	12%
Reflexivity	34%	39%	41%	50%	15%	30%	14%	27%
Technological effectiveness	15%	18%	40%	50%	28%	41%	20%	24%
Practical centrality	45%	43%	27%	36%	23%	38%	7%	17%

In the course of the experiment, at the final stage, positive changes were revealed in the levels of translation competence formation in the experimental group in comparison with the control group. It has been revealed that the number of students from the EG has a high level of motivation and the results according to other criteria increased (by 10%, in general), while in the control group, there were insignificant changes (2%). The greatest shifts in the direction of increasing have occurred in the experimental group in terms of the features of motivation (11%) and approaches to practical work (11%).

VI. Discussion

A number of studies have determined that the translation competence formation is part of the actual pedagogical process in mastering foreign languages. Knowledge of the native and foreign languages is an integral part of the future specialists' professional training in a wide range of fields of knowledge. Researchers, dealing with the linguistic competence formation in various areas of training future specialists, create pedagogical technologies, teaching methods, various components and competence criteria, noting that this is what makes the educational process of higher quality and more modern (Bergen, 2010). Our research has also revealed that the German linguistic translation competence formation is part of the general professional competence of future professionals. Accelerated pace of technological development of all branches of modern production and services, globalization and informatization require teachers to constantly work on the creation of new pedagogical projects in order to improve and advance the educational process in terms of quality and reducing time expenditures. The modern labour market requires the training of highly qualified specialists with professional knowledge, foreign language proficiency and new technologies. It is complex programs, similar to those presented in the research, are able to meet the demand for such specialists.

There are investigations devoted to the development of a model of introducing new technologies in the translation activities (DelArbol, 2018; Bergen, 2010). Researchers point out that students' work with translation should be based on the capabilities of digital technologies (editing, working on errors, working with authentic texts). After all, creating a glossary and a library of texts and their archiving, digitization is also essential. Active work and the ability to self-organize are of particular importance for as much as students evaluate new knowledge and skills acquired during translation activities (Puranik, 2020; Vienne, 1996). This increases the information-digital and translation competence not only of students but also of teachers (Király, 2015; Fernández-Manjón (2007). In fact, it is important to learn the basics of translation by constantly improving one's own technical skills, constantly increasing motivation, working with new forms of learning and independent tasks.

In the research context of the present project, the previous experience in encouraging to translation work, the introduction of programs for the foreign language competence formation by attracting multimedia means is valuable (Stavytska, 2017), where an innovative model of learning foreign languages has been developed, taking into account the motivation level and focus on practical application. This useful pedagogical practice was also used in our study. In the scientific work of Stavytska (2017), an increase in motivation, practical skills, and digital knowledge was recorded at a rate of 15%; our study showed a

positive dynamics in the experimental group - an increase in positive results by 10% was observed.

The issues of introducing new research on translation theory, translation pragmatics towards educational activities remain unresolved; the question of increasing the efficiency of teaching foreign languages and the implementation of translation activities, as well as the role of digital technologies in optimizing the processes of special translation is open.

Conclusion

In the course of implementing the innovative formative experiment, the students' success was assessed according to the criteria of practical, technological and reflective activity; the results were analyzed and their positive direction was determined.

In the experimental group, the motivation level towards German linguistic translation activities increased. A complex of educational and organizational activities was carried out, the purpose of which was to increase motivation, the translation competence formation.

In the course of the work conducted, a set of educational materials was collected contributing to the increase in translation competence and the improvement of students' technical knowledge.

Comparative analysis of the experiment's results has revealed an increase in the level of students' translation competence formation after their participation in the experimental group by 10%, while the results of the control group were 2% of an increase in the positive attitude towards the activity of the translator.

As indicated in the present research, teaching a foreign (German) language, including the basics of translation, using modern technologies, innovative methods, educational platforms makes it possible to train specialists motivated for translation activities, where the key to success lies in combining new technologies, professional awareness and effective learning environment.

It should also be noted that the modern educational process and changes in it require the use of comprehensive curricula. In the future, it is planned to continue the development of innovative educational projects aimed at training highly qualified specialists, where foreign language proficiency and digital literacy is a prerequisite for competitiveness in the labour market.

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