

PSYCHOLOGICAL PRINCIPLES OF FORMATION OF LINGUISTIC THINKING OF FUTURE TRANSLATORS

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Taking into account different approaches to understand the structure and specifics of linguistic thinking, we came to the conclusion that linguistic thinking is a qualitative new formation of the person that is formed in a case of future translators, when the process of learning is based on the study of the structure of the content of some concrete language elements. Analysing the features of the interrelationships of some elements of linguistic thinking, revealing the specifics of phonetic, lexical, grammatical and other phenomena and regularities of the language having been learned. A translator with a formed linguistic thinking will be characterized by us by the highest level of the development of his/her thinking operations, by the presence of positive motivation for the process of acquiring linguistic knowledge and skills, and by the most creative attitude to mastering a foreign language.

According to the proposed definition of the concept of "linguistic thinking", its structure, to our mind, will include the following elements: a high level of acquisition of linguistic knowledge; the ability to perform general thinking and actually linguistic operations; a high level of understanding of specifics of phonetic, grammatical, lexical and other phenomena and regularities of the English language having been learned; clear ideas about paradigmatics, syntagmatics and language hierarchy; the awareness and the most interesting attitude to the process of studying language phenomena; a creative approach to the performance of specific linguistic tasks in the course of mastering the techniques of providing translation activity.

We believe that the success of translation activity is significantly influenced by the psychological principles of a specialist's linguistic thinking, such as: focus of linguistic thinking on finding and solving linguistic translation problems; the complexity and problematic nature of the thinking process, which is caused by a great complexity and diversity, the scattering of translation goals and the means of their achievement; abstractness of linguistic thinking, which allows considering the product of translation activity in an abstract, general form; the uniqueness and originality of linguistic thinking caused by the novelty of information and the unique direction of a creative process; critical linguistic thinking, which allows the translator to be critical according to the product of translation activity; independence of linguistic thinking, which largely depends on the professional skills of the translator; a high level of formation of intellectual features affecting the acquisition, assimilation and development of the ability to apply linguistic knowledge, abilities and skills; speed of thinking; analytical linguistic thinking; the ability to adequately understand information, a high level of creative imagination, the formation of verbal and non-verbal intelligence, speech speed.

Keywords: *linguistic thinking, abstractness of linguistic thinking, the uniqueness and originality of linguistic thinking, intellectual features, linguistic knowledge, analytical linguistic thinking.*

Михальчук Н. О., Івашкевич Е. Е., Івашкевич Е. З. Психологічні принципи становлення лінгвістичного мислення майбутнього перекладача

Урахувавши різноманітні підходи щодо розуміння структури, функцій та особливостей становлення лінгвістичного мислення майбутнього перекладача, ми зробили висновок, що лінгвістичне мислення є певним особливим новоутворенням особистості, яке утворюється у здобувачів вищої освіти з урахуванням ними структурних змістових компонентів іноземної мови, яка вивчається у процесі аналізу особливостей мовленнєвих структур, їхніх взаємозв'язків, розуміння специфіки фонетичних, лексичних, граматичних та стилістичних особливостей іноземної мови, яка вивчається. Перекладач з високим рівнем сформованості лінгвістичного мислення буде обов'язково мати досить високий рівень сформованості мисленнєвих операцій, буде характеризуватися актуалізацією позитивної мотивації щодо процесу опанування, набуття лінгвістичних знань, умінь і навичок, а також творчим, креативним ставленням до процесу оволодіння нерідною, іноземною мовою.

Відповідно до сформульованого нами визначення поняття «лінгвістичне мислення майбутнього перекладача», ми вважаємо, що його структура буде складатися із таких компонентів: високий рівень вмінь здобувачів вищої освіти набувати лінгвістичні знання; високий рівень набутих умінь здійснювати загальнодумові, аналітичні та конкретні лінгвістичні операції; високий рівень опанування специфічними фонетичними, граматичними, лексичними та стилістичними особливостями нерідної, іноземної мови, яка вивчається; сформованість чітких уявлень щодо парадигматики, синтагматики та структури іноземної мови, яка вивчається; сформоване усвідомлене, зацікавлене ставлення до самого процесу опанування іноземної мови; творчий, креативний підхід до виконання навчальних лінгвістичних завдань, розв'язання лінгвістичних задач у процесі оволодіння прийомими здійснення успішної перекладацької діяльності.

Ми вважаємо, що на успішність перекладацької діяльності суттєвою мірою впливають особливості становлення лінгвістичного мислення фахівця, такі як: спрямованість лінгвістичного мислення на пошук та розв'язання лінгвістичних перекладацьких задач; комплексність та проблематичність мисленнєвого процесу, що зумовлюється великою складністю та різноманітністю, розкиданістю перекладацьких цілей та засобів їхнього досягнення; абстрактність лінгвістичного мислення, що дозволяє розглядати продукт перекладацької діяльності в абстрактному, загальному вигляді; унікальність та оригінальність лінгвістичного мислення, зумовлені новизною інформації та унікальним спрямуванням творчого процесу; критичність лінгвістичного мислення, що дозволяє перекладачеві критично ставитися до продукту перекладацької діяльності; самостійність лінгвістичного мислення, яка великою мірою залежить від професійної майстерності перекладача; високий рівень сформованості інтелектуальних особливостей, що впливають на опанування, засвоєння та розвиток вміння застосування лінгвістичних знань, умінь і навичок; швидкість лінгвістичного мислення; аналітичність лінгвістичного мислення; вміння адекватно зрозуміти інформацію, високий рівень творчої уяви, сформованість вербального та невербального інтелекту, мовленнєва швидкість.

Ключові слова: лінгвістичне мислення, абстрактність лінгвістичного мислення, унікальність і оригінальність лінгвістичного мислення, інтелектуальні особливості, лінгвістичне знання, аналітичне лінгвістичне мислення.

Introduction. Scientists [3; 7] consider the process of formation of linguistic thinking as a condition for the intellectual development of the individual. The scientists [1; 4] point out that linguistic thinking can be considered as a qualitative new personality formation that is arisen in a case of subjects of learning and teaching based on the study of language theory and in the process of mastering by future translators linguistic skills, qualities and abilities. At the same time, such aspecialistischaracterizedbyahighlevelofformation of thinking operations, the presence of positive motivation in the process of mastering linguistic

knowledge, skills, qualities and abilities, emphasizing a creative attitude of students to the process of mastering the language, which is one of the most important conditions for the intellectual development of the individual as a subject. So, from the position of subjects, linguistic thinking is a specific, original new formation of the personality, which is characterized by purely specific characteristics.

The researchers [2; 5] consider the concept of "linguistic thinking" as a general one in relation to "grammatical thinking". They note that linguistic thinking can be realized under the conditions, if the subjects of education

will receive sufficiently clear knowledge about the types of linguistic meanings, the ways of their detection and methods of operating with these values in the linguistic context. Also, the researchers [1; 7] note that linguistic thinking depends on the formed abstract thinking, the process of spontaneous acquisition of a foreign language, which is greatly influenced by the language environment, on the characteristics of the individual's purposefulness, the effectiveness of the influence of the educational environment on the specialist.

Other scientists [3; 6] conducted their empirical researches with the aim of identifying positive conditions for the formation of linguistic thinking of a future translator at the lessons of a foreign language. According to the obtained empirical results, the scientists concluded that such conditions are such ones, which in a great degree help the specialists for the implementation of speech actions at the lessons of a foreign language. Researchers [2; 7] note that the ability to think at the lessons of a foreign language is successfully formed in the process of speech activity, which is carried out using the means of this language. For the development of linguistic thinking is the aim of solving intellectual tasks that are not limited for recognizing, applying or transforming a foreign language expression. They relate to the subject-semantic content of the text, which is translated. In the process of solving intellectual tasks the person involuntarily chooses a foreign language form, involuntarily learns the lexical and grammatical phenomena of a foreign language, thanks to which it is the necessary ratio of memory and thinking. In such a way, the linguistic thinking occurs the characteristics of natural conditions of language use.

Materials and methods. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The experimental method was the method of organizing empirical research.

Discussion. Taking into account different approaches to understand the structure and specifics of linguistic thinking, we came

to the conclusion that linguistic thinking is a qualitative new formation of the person that is formed in a case of future translators, when the process of learning is based on the study of the structure of the content of some concrete language elements. Analysing the features of the interrelationships of some elements of linguistic thinking, revealing the specifics of phonetic, lexical, grammatical and other phenomena and regularities of the language having been learned. A translator with a formed linguistic thinking will be characterized by us by the highest level of the development of his/her thinking operations, by the presence of positive motivation for the process of acquiring linguistic knowledge and skills, and by the most creative attitude to mastering a foreign language.

According to the proposed definition of the concept of "linguistic thinking", its structure, to our mind, will include the following elements:

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- the awareness and the most interesting attitude to the process of studying language phenomena;
- a creative approach to the performance of specific linguistic tasks in the course of mastering the techniques of providing translation activity.

Implementing Video in a curriculum for the developing of linguistic thinking of schoolchildren can be in such ways, as:

- *Video as Ethnographic Studies.*

Video recording provided the raw input for later rating or coding by students, which have a lot of curriculum advantages over note-making in the paradigmatic field of studying, for example, stories about English speaking citizens from different towns and cities of English speaking countries, videotaped plots about street segments to develop skills and abilities

of social disorders in big cities and of some neighborhoods, then to combine these scales with some models of the activity to produce and to develop multi-level logistical bifurcation models of some characteristics. Using this approach, through playback or viewing the tape it will help learners to activate their linguistic knowledge and guide them to focus on the main ideas or required information. Besides this, while learners view the video materials and at the same time take the notes about the most relevant information.

– ***Video conferencing.***

In the field of education, new innovative methods of teaching are introduced and a revolution is taking place to simplify the Teaching Methodology. A video camera, a computer with Internet Connection and Software are used for Video Conferencing. We can show virtually everything to the students by this method. Instead of traditional class room lectures, the students understand well, if they practice visually than they are looking at everything in printed form. They can see teachers through video cameras and communicate with them. As the teaching through video conferencing is provided in the active forms, the teachers and students can interact well. In a classroom, in a normal adequate way, the students will be taking the place of a teacher, there will be a computer in which a teacher will be teaching the lessons. The teacher may teach students from thousands of miles away, and the students feel that the teacher is very near to them. Video conferencing is a means of linking two or more sites by video and enables people at each site to interact with each other as if they were at one place or another one (this technology includes sharing the use of the same software at both sites, from the side of a teacher and from the same one of a student).

Also, we'd like to talk about sharing resources, particularly where special expertise is required. There are two ways of connecting one place to another one in order to organize video conferences. One is via the Internet called IP (Internet Protocol). The other is via IMCC (Internet Multi-Cultural Communication) dial up. The advantage is of using video through video conferencing; the IQ of children will

definitely increase by teaching them through video conferencing; the confidence level of students will also increase; the students will learn to interact with each other and with a teacher well and raise doubts, when they see everything in a visual form; there is no need for students to move from place to place to study well in different places, because everything can be made available for them at their place himself/herself; as the process of teaching is done in a visual manner, all the subjects can be taught by showing video clips along with a lecture in the form of audio, describing some concrete subject of the activity at the lessons. The graphics and animation will enhance the process of presentation; there is a chance for developing different talents of students, such as communication, presentation and questioning skills. The children will do all these actions in a competitive way. If one child shows a great interest in improving the skills, other children in the class will also be interested to come up; and the educational process will be organized in remote places are made possible through video conferencing, where the teachers are not available now and due to that reason many students might have discontinued their studies.

– ***Using Video on Websites.***

The use of Video on Websites is becoming the most important to staying competitive on the Web and is a great way of promoting your Website and increasing the traffic. It is a very innovative method getting popular nowadays. Displaying suitable and different videos on a website not only increases the traffic for your site but also increases the regular visitors. Within the WORLD Website, video is distributed in two ways. The first way is the traditional “download” method, in which the Video File is held on their Website, and linked to. The students have to choose to make their video available in Windows Media Format. Three transfer options are given, corresponding to the potentially different bandwidths of viewers, therefore catering for dial-up and broadband users. As you would expect, the higher the transfer rate is the better quality the video will be. The second way of use the video within the person's own website is as an embedded YouTube Video. By creating an account within YouTube and uploading a Video to the Site, they

have been provided with a piece of HTML code to include in their Website. When the viewer looks at some Web Page, the visual signs on the screen are effectively pointing out to the video hosted on YouTube Website. There are a lot of benefits of using videos on website. The most important ones of them there are: we can get more traffic which help us in increasing the revenue to generate through our Website; also, there are different cases in which there is a rapid increase speed in traffic after the videos are displayed. It will get us some regular and loyal visitors who are of a great help in giving suggestions and increasing revenue, and which are successful in making the people understand the thing we have said easily which always bring us a positive feedback.

– ***Video in a process of Collaborative Learning.***

Collaborative Learning, sometimes called Group Learning, Shared Learning or Partner Learning, takes a lot of advantages in learning as a social process. Our researches [8; 9; 10] emphasize that students are frequently more motivated to provide different forms of the activity, when there is an audience beyond the teacher. There are a lot of additional benefits of Collaborative Learning. Students can access interesting Source Data, experience Virtual ways of travelling, and connect with other students and subject experts to study and learn together. Students can practice learning new languages, by connecting non-native speakers with native speakers. Learning is more meaningful when, for example, students, who are studying volcanoes, can communicate directly with children living at the USA and learn firsthand about flowing lava, spewing ashes and providing seismic activity. Geography, History, Politics and World Cultures become more relevant to students as they communicate directly with other students from some distant locations.

– ***Video in the process of E-Learning.***

E-Learning has recently become a promising alternative to the traditional classroom learning, helping our society to move toward a vision of lifelong and on-demand learning. It has become one of the fastest-moving trends and aims to provide a configurable infrastructure that integrates learning material, tools and services. In this case Video is

a rich and powerful medium having been used in E-learning. It can present some important information in attractive and consistent manner. Some of the benefits using video in E-learning is: providing a lot of time and presenting location flexibility, proposing time saving, self-directed and self-paced learning by enabling learner-centered activities, creating a collaborative learning environment. It allows us to reach unlimited access to electronic learning material, and allows us knowledge to be updated and maintained in more timely and efficient manner. In this case Streaming video can be used for delivering some important for the person Instructional Materials. Streaming Video can help learners to understand Complex Concepts and Procedures that are difficult to explain with Simply Texts and Graphics. Some advantages using Streaming Video include:

- a) instant forms of playing;
- b) distributing live events;
- c) delivering long-forms of Media;
- d) multicasting to Multiple Viewers;
- e) the easy creation of streamed files.

Also, with Streamed Videos students can access the material asynchronously and independent according to their location. Students are no longer bounded by the traditional classroom or the library to view visual materials provided by the instructor.

– ***Video is a Technological Tool for Developing Reading Skills of students.***

Video has long been used in the classroom as the most important tool for teaching listening and speaking. In recent years combining video with IT – Information Technology (Computer-Based Streaming Audio and Video) has being developed. It allows students to transport virtually the target language environment into the classroom, so that live or prerecorded news, music, sports from all over the world can be viewed on students' computers in a real time and space. The main advantage of using Video as a Technology for Language Teaching is considered to be its ability to present and immerse learners into complete communicative situations.

Another greatest advantage for teaching oral communication is the ability of video to cover non-verbal aspects of communication

and its cross-cultural comparison potential. It may be said that video is the best tool for of demonstrating native speakers' natural fluent communication and their natural behavior in the process of communication. Learners can not only hear how native speakers speak, they can observe and learn how they behave when speaking. That naturally makes video irreplaceable for teaching speaking and listening for learning how to communicate orally. It gives us a lot of material for oral process of communication because learners may brainstorm and discuss what they have seen and heard. Students will understand how to participate in role-playing, to enact it, to develop and to transform it in their own way of speaking and writing. Students can do that in pair intercourses, small groups for organizing the process of communication, and providing whole-class discussions actively involving everyone to be present in the classroom. The observed native-speakers' behavior may be imitated in such a process of communication, so that cultural components of communicative competence are acquired together with its linguistic components. But video has one more advantage that makes its usable not only for developing speaking and listening skills but also for stimulating the development of reading and writing.

Video has a great motivational potential. It stimulates students' communication which follows viewing, but it is not necessarily oral communication only. It is admitted by all specialists writing about the use of video in the language classroom that viewing video fragments stimulating learners' desire of talking about what they have seen. We assumed that, if video fragments for viewing were properly selected, they might stimulate Business English learners' desire of reading about the content matter of what had been viewed – with the aim of having more information about that content

matter. This motivational potential of video, which seemed quite plausible, was considered to be of great importance in the conditions under discussion when students considered reading as a skill of secondary importance in comparison with speaking and listening. In any case, it was worth trying to see if the potential was really there and if it was for to use it for stimulating the acquisition of reading skills by the students. A specific procedure of reading skill instruction or rather modelling lesson plans with hidden focus on reading, was developed for this purpose.

Results. We believe that the success of translation activity is significantly influenced by the *psychological principles of a specialist's linguistic thinking*, such as:

- focus of linguistic thinking on finding and solving linguistic translation problems;
- the complexity and problematic nature of the thinking process, which is caused by a great complexity and diversity, the scattering of translation goals and the means of their achievement;
- abstractness of linguistic thinking, which allows considering the product of translation activity in an abstract, general form;
- the uniqueness and originality of linguistic thinking caused by the novelty of information and the unique direction of a creative process; critical linguistic thinking, which allows the translator to be critical according to the product of translation activity;
- independence of linguistic thinking, which largely depends on the professional skills of the translator;
- a high level of formation of intellectual features affecting the acquisition, assimilation and development of the ability to apply linguistic knowledge, abilities and skills; speed of linguistic thinking; analytical thinking; the ability to adequately understand information, a high level of creative imagination, the formation of verbal and non-verbal intelligence, speech speed.

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