

## PECULIARITIES OF THE FORMATION OF PROFESSIONALLY-BASED COMPETENCE AS A PART OF THE PROFESSIONAL TRAINING OF FUTURE TRANSLATORS

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**Abstract.** The research study is devoted to the problem of formation of professionally-based competence of future translators. The aim of the research study is the model and methodology for the formation of a professionally-based competence of a translator. Now a translator works in various socio-economic and political conditions with representatives of different professional communities, which makes it possible to single out professionally-based competence as one of the key ones in professional training. Consequently, the educational tasks of higher education should imply the formation of professionally-based skills of future specialists. The article discusses various aspects of the problem under consideration from the position of scientists and modern researchers which are the components of a professionally-based translator's competence. The necessity of forming this competence while studying at a university is substantiated since the mastery of professionally-based skills is one of the key requirements for the successful professional activity of a modern specialist in the field of translation. The paper analyzes various approaches to the formation of professionally-based competence and also considers the methodological potential of modern info-communication technologies for the formation of professionally-based competence of students-future translators. In this study, an attempt was made to evaluate the impact of activities and tasks based on info-communication technologies for the formation of professionally-based competence of translators, on the knowledge of professionally-based subject content, as well as to identify their attitude to ICT. Quantitative research methods were used to summarize the results obtained during the research study and express them on the basis of numerical data.

**Keywords:** competence, intercultural communication, professional communication, professionally-based competence

### Introduction

Globalization processes have an impact on the need for mastering the skills of professional communication for students who specialize in the field of international cooperation. Such skills, which involve the participation of future translators in professional negotiations and meetings, in conducting presentations, participating in dialogues and meetings on various professional topics with representatives of other cultures, should be developed with a mandatory emphasis on the intercultural features of professional communication. Consequently, the modern society is in

need of translators who act as intermediators in the process of interlingual communication, as well as qualified linguistic consultants of a wide profile who know not only a foreign language well, but also all areas of life, politics and economics of the people who speak this language. A particular role in the training of translators, with the expansion of an international interaction spheres, an increase in information flows is tied to the search for optimal conditions and effective methods for the formation of future specialists' professional training as terms for successful professional communication and professional activity. Today's translator is a specialist who is capable of taking a humanistic position towards clients and implementing his professional functions through a intercultural and professional communication systems (V.N. Komissarov, M.Y. Czvilling, A.P. Chuzhakin and etc.). The problem of the formation of professionally-based competence of future translators urgent, because on the level of development of which the success of the translator's professional activity largely depends. Today, the possibilities for the practice of professional communication have expanded due to the growing popularity of IC (information and communication) technologies. In our age, where information and communication technologies are developing more and more each day, technologies that are extremely popular may soon become out of date. The development of new teaching methods with the wide use of visual forms of information presentation, using the latest information and communication technologies will qualitatively improve the level of training of students- future translators. The determination of translator qualifications that meet the needs of all stakeholders and the market and take into account the technology of translation activities has been researched by many local and foreign scholars. Almost all translation studies researchers emphasize that knowledge of contemporary translation tools based on information and communication technologies is equally important along with linguistics knowledge.

### **Basic provisions**

The aim of the work is to analyze the scientific-pedagogical literature relevant to the stated problem and study the theoretical prerequisites for the formation of professionally-based competence of the future translators, substantiate the use of modern technologies and forms of education on the basis of generalizing the didactic possibilities of their application in the educational process and the development of effective activities necessary for students to master skills of foreign language professionally-based communication. The study of the intercultural features of professionally-based communication, the assimilation of socio-intercultural knowledge, the information processing skills development will contribute to the achievement of the goals of FL professional education in the field of future translators training.

The main research methods are theoretical analysis and generalization of special literature, induction and deduction, as well as empirical methods such as observation, comparison, questioning and others.

### **Description of materials and methods**

A modern curriculum must meet the needs and interests of both students and their potential employers, thereby being professionally-based. The model of the future professional activity of a student, which is a complex synthesis of competences inherent in a particular specialty, should act as the basis for training them at a university. For the students, the sphere of using a foreign language becomes both educational and daily professional activities. Such activities require a high level of proficiency in a foreign language and a professional thesaurus. In recent years, the interest of researchers in the professional training of future translators has increased. There have appeared works that considered various problems of future translators' professional training system (V.V Vils, V.V Safonova, I.I Khaleeva, M. Holts-Mäntyari, A.P Chuzhakin, etc.) These works contributed to the accumulation and systematization of scientific information on the problem under study.

There are many definitions of the term "translation". Translation, as it is known, is a special kind of communicative speech-thinking activity, for the development of which it is not enough to have knowledge of languages and subject area. The purpose of translation as an activity is to ensure interlingual interaction and recreate the communicative value of the original message, i.e., to satisfy the needs of communicants belonging to different linguistic cultures in natural communication and reaching consensus. According to A.F. Shiryaev, one should clearly distinguish between the concept of translation as an activity and the product of this activity (Shiryaev, 1979) [1]. Translation activity is a type of speech activity, the purpose of which is to convey a message between communicants who own different codes (Minyar-Beloruchev, 1996) [2]. It is also necessary to take into consideration the specifics of the translation situation, understand the process of creating situation and the roles assigned to the translator. In connection with the expansion of the translator's role repertoire, it became necessary to change the approach to teaching translation, which requires, along with the formation of linguistic and extralinguistic competencies, the development of a professional component. First of all, the translator must have linguistic competence in two languages at once - native and foreign. A translator involved in bilingual communication needs knowledge of all aspects of the two languages in order to understand the original text and create the translated text. Therefore, the level of linguistic competence in both native and foreign languages should be high.

A very important place in the professional training of a translator is given to communicative competence. The analysis of pedagogical literature and scientific studies has shown that the problems of formation of communicative competence trigger a constant interest by many scholars. Formation of communicative competence of a future specialist-translator, contributes to its free entry in professional activity. The componential structure of communicative competence was the subject of research by many scientists. In modern researches, communicative competence is defined as possession of the system of linguistic, verbal, compensatory, cognitive, socio-cultural knowledge and abilities that led the student's personality to carry out speech activity adequately to the goal, means and methods, various tasks and situations of communication (Milrood, 2004) [3].

The intercultural aspect of translation has been widely studied by many scientists and researchers in the field of translation studies (I.S. Alekseeva, V.N. Komissarov, L.K. Latyshev, A.D. Schweitzer, etc.). Possession of intercultural communicative competence is mandatory requirement for a translator, since he must be able to interpret different cultural systems and fearlessly come into contact with representatives of other cultures. I.L. Pluzhnik believes that it build the basis for students' professional mobility, make ready them for rapidly changing living conditions, introduces a students to the standards of world achievements, increases their possibilities of professional self-realization. Communication with representatives of other cultures will become constructive and fruitful if the participants are familiar and will be able to use business etiquette and corporate ethics accepted among the partners. Each culture has its own norms of speech behavior that organize the interaction between the interlocutors (Pluzhnik, 2003) [4]. The difference between these norms can lead to communicative "discomfort" in the process of professional communication. That is, professionally-based foreign language communication is a process of socialization, familiarization with a new socio-cultural environment, mastering new social roles, acquaintance with professional culture, norms and values. A student not only learn new social roles for themselves, participate in communication activities in a foreign language in all its forms, types and genres, enriched with new social values and develops as a personality. The result of education in the field of a foreign language at the present stage is the personality of the intermediary of intercultural communication with the ability to carry out intercultural communication in various professional and life conditions, according to S.S. Kunanbayeva (Kunanbayeva ,2010) [5].

Thus, the FL professional orientation of the translator training system is viewed as an integral model of his relationship to translation activities, professional and cognitive mindsets and attitudes, motives and value orientations that encourage them to professionally implement the tasks of interlingual and intercultural communication. E.R. Porshneva refers to the professionally significant competencies of the translator: semantic, interpretive, textual and intercultural (Porshneva, 2002) [6]. She notes that mastering these skills are professionally significant for a translator. L.K. Latyshev presented his own model of translation competencies, in which he singled out the basic and pragmatic components. The basic one included "elements of the professional competence involved in professional translation - in all its forms ..." It includes a conceptual component, meaning an understanding of the translation strategy, knowledge of translation theory, as well as a technological component related to mastering translation techniques. The second (pragmatic) part contains knowledge, skills, and abilities related to the types of translation and genres of the source text and subject areas. In addition, translation competence implies the personal characteristics of the translator, namely the presence of a special mental organization that allows him to quickly switch from one language to another, a breadth of interests, high erudition and general culture (Latyshev, 2001) [7].

Having summarized various approaches to analyzing the essence and structure of the translator' professional competence concept, we came to the conclusion that

it is generally characterized by a set of integrated knowledge, skills and experience, as well as personal qualities. It seems necessary for us to introduce the term "professionally-based competence of a translator", the formation of which is a transitional stage before the improvement of the professional-identifying competence of a translator. It occurs at the initial (orientation) and basic stages of mastering disciplines within the framework of the bachelor's program.

And finally, the professionally-based competence of students is defined as an integral complex of personal abilities and qualities, knowledge and skills, formed in the process of training at a university, ensuring long-term professional readiness for intercultural communication in the field of professional activity. The professionally-based competence of a translator is a complex new formation. The training program applied in the experimental process was prepared on the basis of the ICT supported TDTM developed by the author. The model of professionally-based competence includes 4 areas: context-communicative, interlanguage-transforming, information-retrieval and analytical-prognostic sub competences. In accordance with this requirement, it is necessary to provide the professionally-based orientation of teaching disciplines, and develop professionally significant content of foreign language intercultural communication at the university training.

### **Modern approaches in the formation of professionally-based competence of a translator**

The formation of a professionally-based competence of a translator should be viewed as a complex process. Effective mastery of any kind of translation is possible only in case of immersion in an authentic situation in which the translator gets the opportunity to reveal personal qualities, activate the skills and abilities necessary for the implementation of future professional activity. The specificity of translation training is to gain experience in the process of practical translation activities. This means that the translator learns and develops his skills not only in the classroom at the university, but throughout the entire professional path, each time gaining new knowledge, improving skills, increasing cognitive baggage (Porshneva, 2018) [8, p. 131]. Students must acquire the necessary experience; therefore constant practice in authentic conditions of translation is extremely important. Thus, the definition of a set of approaches and the selection of teaching principles are the most important stage in the development of a methodology for the formation of a translator's professionally-based competence. So, the number of approaches and principles that allow to implement a systematic analysis of the object and subject of research were defined. The current stage of development of the system of higher education is characterized by the widespread introduction of a competency-based approach, which means the implementation of educational programs that form the ability of a graduate to independently apply the knowledge, skills and abilities acquired in the process of training in a specific professional context. Each educational program of higher professional education should focus on the implementation formulated specific learning outcomes for the educational program as a whole and for its key elements. E.I. Passov (1989) qualifies communicative approach as an integral methodological system of training specialists in the field of FLE (Passov, 1989) [9].

However, communication is not only the exchange of certain information, but also the exchange cultural experience. Therefore, educational process is impossible without the inclusion of a cultural component in the learning process (Ter-Minasova,2004) [10]. Since the future professional activity of a translator is connected with intermediary activities between representatives of different cultures, an intercultural approach is of great importance in the preparation of a translator.

The problem-oriented concept of training is designed to develop the thinking processes of students. The range of problem situations in professional life in which students can be involved is extensive. The most important characteristic of this type of activity is its communicative orientation and provoking spontaneous speech of students. In addition, students' answers to the questions posed naturally flow into an exchange of views and analysis of the problems discussed. Interactive approach presented by role-playing games is closely related to the problem training. A role-playing is understood as a form of imitation modeling, a specific model of interaction between subjects in a professionally-based environment or imitation of the conditions of future professional activity. In role-playing games, students expand and enrich their vocabulary of professional terminology, get acquainted with the norms and rules of intercultural professional behavior, learn to understand and apply standards of foreign language communication in a variety of professionally-based situations.

At the end of the twentieth century, a contextual approach to the training of specialists in various professional spheres is developing. Contextual Teaching and Learning (CTL) is based on the principles of brain work, that is, the student assimilates and understands information better when he/she sees its meaning, can connect it with his/her experience and actions (Johnson, 2002) [11]. The wide use of the professional modeling not only the content of the studied material, but also the specific form of future specialists' professional activity create favorable conditions for organizing such a learning process (Verbitsky, 2017) [12].

The project-research approach is focused on the performance by students of search actions aimed at data collection, analyzing and interpreting the textual material. Projects are form of research activity that should be practiced in the process of teaching professional communication, taking into account its intercultural characteristics. Students are offered a topic (situation) that requires a joint search for information and drawing up a plan, distribution of roles. The success of relying on project-research method in teaching future specialists is due to the fact that the professional activity is characterized by analytical and synthetic ways of thinking; that is, the establishment of connections, similarities and differences between the elements of the system, analysis and synthesis. Organization of a presentation requires the skills of interaction and cooperation with the simultaneous use of a foreign language to comment on professional information. In the process of preparing and conducting a presentation, students learn to work in a team, acquire organizational and leadership qualities, develop their creative abilities and creative thinking.

Advances in technology are also closely affecting the translator education world, and new technologies are shaping translator training models. Although

translator training is special field training, it is a type of training in which general pedagogical values are addressed. Factors such as classroom course practices, teaching-translation techniques and material use are among the issues that should be considered as a priority for translator training. The issue of the use of info communication technologies, Internet resources, electronic communication, etc. is especially worthwhile. In this context, info communication technologies have emerged as an important factor in translation education, especially in recent years. Because of all these factors, this thesis aimed to investigate the place and importance of info communication technologies in translator education and aimed to develop an info communication supported translator training model and to investigate the effectiveness of this training model and to offer pedagogical suggestions for the effective use of this new model in translation education institutions.

The immersion into the virtual space is a very effective mean of developing professionally-based competence of students. The Internet provides sufficient contextual professional information. In this context, it is advisable to create a educational environment for learning professional communication using certain modules: media library with multimedia training courses, with authentic audio and video contents and materials in the target language; reference systems, which may include multilingual dictionaries, lexico-grammatical reference books, multimedia encyclopedias; library of electronic teaching aids, etc. Man et al. (2020) in their study that examined the adoption of translation technologies of translation students in China found that students with more access to technological tools and resources were more familiar with translation technology than those who did not [13]. They found that students used electronic dictionaries, online encyclopedias, and search engines more frequently compared to corpora, CAT tools, and machine. In their studies on translation students Pinto et al. (2014) emphasize that students should have proficiency in technology. They emphasized that the fact that students have sufficient level of technology competence will also positively affect their other competence areas and that their work will be facilitated in terms of speed and accuracy in translation studies [14]. Although ICT tools and CAT tools are among the most visible technologies for translators, such models focus on the "linguistic activities" of translators. Both ICT and CAT tools must be run by a translator to support all translation activities. Many experts argue that a training program should be developed that includes working with both traditional and electronic translation tools to improve the knowledge and technological skills of translators [15]. However, despite the current work of scientists, an effective system for establishing the knowledge competence of translators on this subject has not yet been developed

### **Methodology and organization of research study**

In the research study the following methods were used: theoretical (analysis of methodological literature, modeling and synthesis of empirical material, summarizing of pedagogical experience); empiric (observation, survey, interview, tests); experiment (experimental stages (phases), static(al) methods). The modeling method can also be used in the development of a methodology for the formation of the professionally-based competence of a translator.

The developed methodological model includes 5 blocks: target, conceptual (theoretical- methodological), organizational-content, procedural-technological, evaluative-reflexive. The projected training process for the formation of professionally-based competence of future translators was developed, its procedural-technological component represents a system of stages and activities aimed at the formation of this competence components. Criteria and indicators of future translators' professionally-based competence formation in educational process: value, cognitive, professional, reflexive. The main teaching technologies used are IC technologies and resources, as well as the technology for implementing contextual and problem-based learning. The methodology of professionally-based competence formation was built on the principles of interdisciplinary integration, cognitive and communicative, unity of development and self-development of students. At each stage of the formation of future translators' professionally-based competence, structuring and selection of the methodological impact's content was carried out, which is determined by the specifics of translation activities.

Thus, at the orientation-acquaintance stage, there was an accommodation and direction towards the formation of professionally-based competence, conscious attitude towards translation activity. The next step was professional-practice stage, at which there is a deepening of intercultural and professional knowledge, skills and abilities of future specialists-translators. This stage involves the use of various activities and techniques for translation professional information. The next stage is are flexive-productive stage. The presented stages of the formation of the professionally- based competence of translator should be aimed at developing the abilities to switch from one language to another, constantly expanding the thematic horizons and improving professional translation skills, and reflecting on experience.

The complex of exercises included in the developed methodology for the formation of the professionally-based competence is represented by pre-translation, translation and post-translation exercises. Pre-translation exercises included behavioral, discursive, prosodic, interlingual and intralingual translation exercises. The translation tasks aimed at a preliminary analysis of the situation of intercultural interaction in translation activities and implementation of various types of translation within the given situations. Post-translation exercises are aimed at editing the translation product. The tactics of reconciliation of the translation product for adequate and uniform use of terminology in the translation, verification of the grammatically correct design of the translation product, the use of search and industry sites for this purpose are being implemented; comparison of the text of the original and the translation, reflection and self-assessment of the created translation product.

The learning outcomes identified for the ICT supported TDTM are listed below. At the end of the program, future translators are able to: identify translation and localization problems and solve them by applying information communication tools; translate a text correctly by using one of the info communication tools, taking into account the basic elements of cultural communication; apply translation memories, terminology management principles, and translation and localization processes of a full text; develop proficiency in editing, proofreading and post-editing



multilingual texts, developing the ability to present translation content in a culturally acceptable format following QA and QC best practices; develop the ability to work and communicate effectively with virtual teams; determine the text type of a specific document; analyze the main function that will be required for a given translation task; make decisions about the instrumental aspects of the translation task throughout the whole process; generate different alternative solutions to translation problems; understand complex topics, quickly master new topics, decipher the meaning of ambiguous texts, inconsistencies, contradictions, nonsense, etc.; develop ability to detect logical or factual errors, and maintain consistency of TT.

### Discussion

The duration of the experimental work was divided into 3 stages. At the establishing stage of the experimental research, the goal of training was determined, which consists in the formation of the studied competence. So in accordance with the data obtained, the goals and main forms of the teacher's work were determined, as well as control and experimental groups were formed. At this stage of the experimental work, an ascertaining section was carried out in the form of conversations, test tasks and survey methods of various formats. Its goal was to identify the student's foreign language professionally-based competence existing level formation, both in control and experimental groups. The survey was conducted among 3rd year students of the Faculty of Translation. In the experimental and control groups, students were administered the professionally-based competence test, ability to integrate technology, professionally-based subject content knowledge scale and online ICT attitude scales before and after the intervention. The experimental design used in the study is presented in Table 1.

**Table 1 Research method/design**

Groups	Pre-test	Implementation	Post-test
Experimental Group	TPBC skill test ICT Attitude Test <b>Translator professionally-based competence test (TCT)</b>	Info-communication Technologies Supported Training Program (10 Week)	TPBC skill test ICT Attitude Test <b>Translator professionally-based competence test(TCT)</b>
Control Group	TPBC skill test ICT Attitude Test <b>Translator professionally-based competence test (TCT)</b>	traditional face-to-face Instruction (10 Week)	TPBC skill test ICT Attitude Test <b>Translator professionally-based competence test(TCT)</b>

At the forming stage, there is a practical design of educational process, the development of a methodology of the formation of students' professionally-based competence and its implementation. The introduction of the methodology for the formation of professionally-based competence was carried out within the framework of the disciplines "Professionally-oriented foreign language", "Translation practice", and other disciplines. Interdisciplinary connections and the creation of a multilingual

environment significantly enrich the content of teaching professional disciplines. At the final, controlling-verification stage of the experiment, a final cut of the foreign language professionally-based competence formation level was conducted, performed according to the methods used at the ascertaining stage.

In addition, in order to identify the dynamics of the changes in the results of training of students, a test was organized, similar to the one that was used at the ascertaining stage of the experimental work. By the results of the final control, we obtained the following indicators of the student's level of formation of the components of professionally-based competence among students - future translators. Low level (level 1) - competence is not developed. The student does not possess the necessary skills and does not try to apply them, competence is not sufficiently developed, and professionally-based skills development is required. The student partially demonstrates the skills that are part of the professionally-based competence, strives to show the necessary abilities, understands their need, but he/she does not always succeed (up to 40 scores). Average level requires 40-75 scores. It gives an idea of what kind of behavior and what kind of abilities is assumed by this competence. High level of PBC development implies a sufficient level of professionally-based skills and abilities development (75-100 scores).

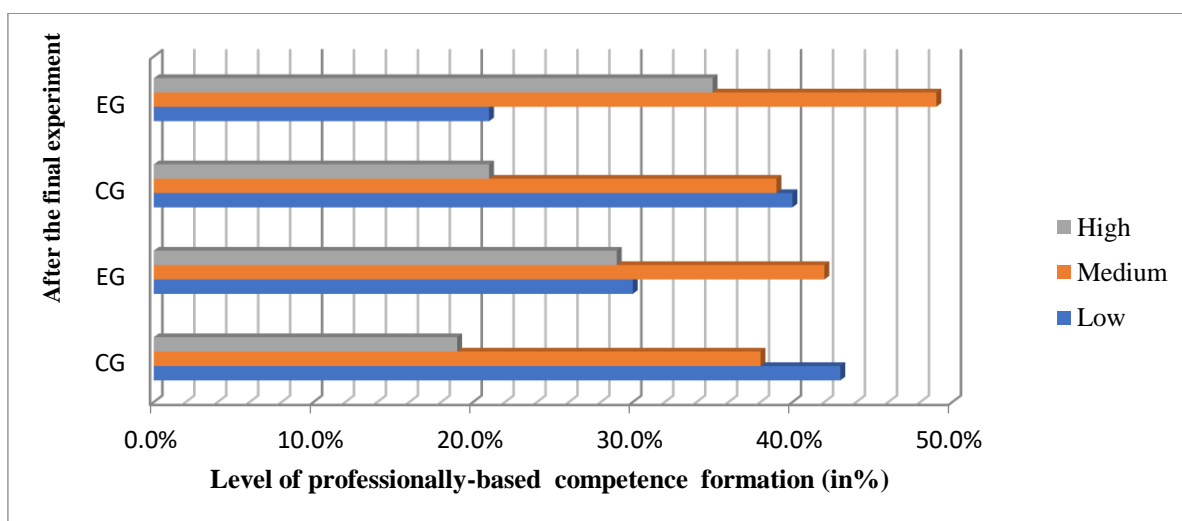


Figure 1- survey results

It is shown on the diagram that the levels of professionally-based competence formation of students with the use of modern methods, IC technologies and resources changed in a positive direction: the 1 level, characterized as a low level of competence development, decreased; 2nd average, medium level increased; and the 3rd strongest (high level) increased by 8.3%. The data obtained indicate that during the study of the professionally-based disciplines and special courses, the number of students who have reached a high and medium level of development of professionally-based competence formation has noticeably increased, and the number of students with a low level of development of this competence has significantly decreased, which confirms the effectiveness of the work carried out,

the results of which were provided by a holistic system of identified linguodidactic conditions for the use of modern methods, IC technologies and resources.

## **Results**

As a result of the research study, the characteristics and structural composition of professionally-based competence were clarified - a complex of professional knowledge and professionally-based communication skills, experience in the field of professional communication, value attitude to future professional translational activity, foreign language communication as a means of self-education and self-development in the professional sphere. In accordance with the grounded structure of the specified competence, indicators were determined to assess the formation of all its components; the ability to practically apply them in situations of professionally-based translation activity and intercultural communication. The constructed model of educational process brings together educational and extracurricular professionally-based activities of students into a methodological model, the realization of which was a condition for the successful formation of students' professionally-based competence.

The developed methodology for the students' professionally-based competence formation was based on the principles of interdisciplinary integration, professionally oriented, cognitive and communicative, the unity of students' growth and self-development. The leading characteristic of the proposed teaching methodology is its practical-activity orientation, and its effectiveness was determined by introducing a professional context into the content of teaching a foreign language and professionally-based disciplines, integration of modern teaching approaches, methods and technologies, which together provide a comprehensive formation of all professionally-based competence's components. In the process of experiment the students' professionally-based competence formation shows a positive dynamics of all its components' formation.

## **Conclusion**

This conclusion is confirmed by the actual data obtained after the formative experiment in the experimental and control groups. In addition, the use of IC technologies' methodological potential is considered as one of the effective means in constructing a educational process in a students' professionally-based competence formation. The above conditions contributed not only to the expansion of knowledge, but the self-development and self-study of students, the enrichment of their professional experience. Thus, in our opinion, there is a need to improve the training process of future translators, taking into account the specifics of their professional activities.

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## **БОЛАШАҚ АУДАРМАШЫЛАР КӘСІБИ ДАЯРЛАУ БӨЛІГІ РЕТІНДЕ КӘСІБИ НЕГІЗДЕЛГЕН ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУДЫҢ ЕРЕКШЕЛІКТЕРІ**

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**Аңдатпа.** Зерттеу болашақ аудармашылардың кәсіби негізделген құзыреттілігін қалыптастыру мәселесіне арналған. Зерттеудің мақсаты – аудармашының кәсіби негізделген құзыреттілігін қалыптастырудың моделі мен әдістемесін әзірлеу. Қазіргі уақытта аудармашы әртүрлі әлеуметтік-экономикалық және саяси жағдайларда әртүрлі кәсіби қауымдастықтардың өкілдерімен жұмыс істейді, бұл аудармашыларды дайындаудағы негізгілердің бірі ретінде кәсіби-негізделген құзыретті бөліп көрсетуге мүмкіндік береді. Демек, жоғары оқу орындарының білім беру міндеттері болашақ мамандардың кәсіби негізделген дағдыларын қалыптастыруды қамтуы керек. Мақалада аудармашының кәсіби негізделген құзыретінің құрамдас бөлігі болып табылатын ғалымдар мен заманауи зерттеушілердің позициясынан қарастырылатын мәселенің әртүрлі аспектілері қарастырылады. Бұл құзыреттілікті университетте оқу кезінде қалыптастыру қажеттілігі дәлелденді, өйткені кәсіби негізделген дағдыларға ие болу аударма саласындағы заманауи маманның табысты кәсіби қызметінің негізгі талаптарының бірі болып табылады. Мақалада кәсіби негізделген құзыреттілікті қалыптастырудың әртүрлі тәсілдері талданады, сонымен қатар болашақ аудармашы студенттердің кәсіби негізделген құзыреттілігін қалыптастыру үшін заманауи инфокоммуникациялық технологиялардың әдістемелік мүмкіндіктері қарастырылады. Бұл зерттеуде аудармашылардың кәсіби негізделген құзыреттілігін қалыптастыруға арналған инфокоммуникациялық технологиялар негізіндегі тапсырмалар мен жаттығулардың пән мазмұнын білуге әсерін бағалауға, сондай-ақ олардың АКТ-мен байланысын анықтауға әрекет жасалды. Зерттеу барысында алынған нәтижелерді қорытындылау және оларды сандық мәліметтер негізінде көрсету үшін сандық зерттеу әдістері қолданылды.

**Тірек сөздер:** құзыреттілік, мәдениетаралық коммуникация, кәсіби қарым қатынас, кәсіби бағытталған компетенция

## ОСОБЕННОСТИ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО- БАЗИРУЕМОЙ КОМПЕТЕНЦИИ КАК ЧАСТЬ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ ПЕРЕВОДЧИКОВ

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**Аннотация.** Исследование посвящено проблеме формирования профессионально-базируемой компетенции будущих переводчиков. Целью исследования является разработка модели и методики формирования профессионально-базируемой компетенции переводчика. В настоящее время переводчик работает в различных социально-экономических и политических условиях с представителями разных профессиональных сообществ, что позволяет выделить профессионально-базируемую компетенцию как одну из ключевых в подготовке переводчиков. Следовательно, образовательные задачи высшей школы должны предполагать формирование профессионально-базируемых умений будущих специалистов. В статье рассматриваются различные аспекты рассматриваемой проблемы с позиции ученых и современных исследователей, которые являются составляющими профессионально-базируемой компетенции переводчика. Обосновывается необходимость формирования данной компетенции при обучении в вузе, поскольку владение профессионально-базируемыми умениями является одним из ключевых требований для успешной профессиональной деятельности современного специалиста в области перевода. В статье анализируются различные подходы к формированию профессионально-базируемой компетенции, а также рассматриваются методические возможности современных инфокоммуникационных технологий для формирования профессионально-базируемой компетенции студентов-будущих переводчиков. В этом исследовании была предпринята попытка оценить влияние заданий и упражнений на основе инфокоммуникационных технологий для формирования профессионально-базируемой компетенции переводчиков, на знание предметного содержания, а также выявить их отношение к ИКТ. Количественные методы исследования использовались для того, чтобы обобщить полученные в ходе исследования результаты и выразить их на основе числовых данных.

**Ключевые слова:** компетенция, межкультурная коммуникация, профессиональное общение, профессионально-базируемая компетенция

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