SYSTEM-ACTIVITY APPROACH TO FORMATION OF RESEARCH COMPETENCE OF FUTURE TRANSLATORS BY PROJECT-BASED LEARNING METHODS

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The article reveals the essence of the system-activity approach to the formation of research competence of future translators by means of project-based learning and identifies its features in the process of their professional training in higher education. The content of the concept of "research competence" is analyzed and it is established that the basis of research competence is the ability to identify the problem in time, formulate a hypothesis, select and analyze the necessary information for research, select the necessary research and data processing methods. The ability to analyse the intermediate results of the study, to discuss the possibility of interpreting the results of the study, to use the results of the study in practice is required. It is noted that the methodological basis for the formation of research competence of future translators by means of project-based learning at higher education institutions is a modern approach to scientific knowledge. This is a system-activity approach. The system-activity approach in the research is considered as a methodological direction of management of socio-pedagogical systems, which involves the presence of interconnected and interdependent activities in the pedagogical process (teaching, education, management, development, learning, etc.). In the course of theoretical analysis, the main ideas of the system-activity approach in the context of formation of research competence of future translators are revealed. Emphasis is placed on the fact that training in the context of the system-activity approach should be organized in such a way as to purposefully form the research competence of future translators. It is established that the use of project-learning technologies allows to bring educational activities as close as possible to the conditions of professional research. The experience of implementation of the system-activity approach in the formation of research competence of future translators at Alfred Nobel University is revealed. The formation of research competence of future specialists took place in three stages: the formation of skills in working with literature, which is a necessary skill when working on educational or scientific research; implementation of educational and research projects (in the first year – writing essays, in the second and third years – writing term papers and implementation of other projects of educational and research direction); extracurricular work of students (participation of future translators in student conferences, implementation of research projects of various kinds in such disciplines as "Comparative Lexicology of English and Ukrainian", "Translation Practice", "Self-Management", "Linguistics of Second Foreign Languages").

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Одержано 07.06.2022.