

INTERACTIVE TECHNOLOGY USAGE IN THE FUTURE TRANSLATORS' TRAINING AS A PLEDGE OF SUCCESSFUL INTERCULTURAL INTERACTION

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DOI: 10.32342/2522-4115-2024-1-27-19

Keywords: *interactive education, innovative technologies, interactive technologies, training of future translators, cross-cultural interaction.*

The article considers the issue and expediency of organizing interactive training in the process of future translators' training for intercultural interaction in Ukrainian higher education institutions.

*The **article aims** to investigate and define the essence and specifics of interactive technologies in the educational process; to establish the conditions for their use in forming the professional identity and skills in the training of translators as specialists in intercultural communication.*

The research used content and terminological analysis, comparison, classification, and modelling methods.

It has been proven that interactive learning is of crucial significance to the high-quality professional training of translators; it has highlighted its positive impact on preparing future translators for cross-cultural communication in their professional activities.

The concept, essence, and specifics of interactive technologies in the educational process have been investigated and defined. The criteria for selecting interactive technologies according to the educational conditions have been identified. It has been determined that the peculiarities of the subject, the nature of the study material, the time allocated for studying the material, the general preparedness level of the learners, and the educational institution's resources should be taken into account. It has been established that most interactive methods are most effective with a small number of participants.

Classifications and interactive teaching methods that effectively contribute to the professional competence of future translators have been examined. The conditions for the successful use of interactive methods in forming the professional identity and skills in the training of translators as specialists in intercultural communication have been defined. It has been established that the application of interactive methods will contribute to forming a comprehensive understanding of the future profession among future philologists. The significance of the cultural aspect in translation activities has been outlined, ensuring acquisition of a set of knowledge and skills necessary to enhance the communicative culture of future translators.

The article considers four groups depending on the course purpose and the forms of organizing educational activities of those who study: interactive technologies of cooperative learning, technologies of situational modelling, interactive technologies of collective and group learning, and technologies for working out discussion issues. Some of the most common interactive learning methods in the future specialists' training in higher education institutions, the following were highlighted: dialogic-discussion (dialogue-conversation, dispute, debate), interactive (brainstorming, round table, role-playing game, online seminar-forum), practical (exercises, blitz tournament, creative works), and situational ones (problem situations, situational exercises, cases). Their usage has been analysed in conducting specialized disciplines of philology students. It has been argued that that thanks to the use of interactive methods it is possible to activate cognitive processes, increase the speed of obtaining and processing information; develop the ability to analyse difficult situations and prevent their occurrence, which in the future will form readiness for making important decisions in professional activities.

Several advantages of interactive learning have been substantiated, and the effectiveness of interactive methods in improving the level of professional competence of future translators has been proven. Following European educational standards, labour market requirements, and modern realities, the necessity of implementing interactive technologies in translator training for the successful modernisation of the educational process in the domestic higher education system has been demonstrated.

*It has been **concluded** that interactive teaching methods have significant advantages compared to traditional teaching methods, primarily in terms of their impact on the professional and personal development of future translators, as well as their understanding of the theory and practice of intercultural interaction.*

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Одержано 14.01.2024.