



Erasmus Programme

Erasmus Programme which exists for more than 30 years from now, it is, as a matter of fact, instrumental to the success of the mobility of students in the European Higher Education Area. Erasmus Programme subsidizes the mobility of all students who would like to have an international experience together with the recognition of credits obtained abroad. Since its inception, more than 300,000 students have learned one other way of learning, having contact with a different culture, and a experiencing a new world view by taking classes in a university out of their home country. Many of those students who have had done the Erasmus Programme have become, later in their life, international professionals or expatriates just because they have learned that living in a different country is an added-value activity summed to their individual experience.

Currently, faculty members and administrative staff may also candidate to Erasmus Programmes that are designed to facilitate exchange with other countries within the EHEA so to amplify the exchange of best practices and knowledge diffusion.

Conclusion

In this paper, we have introduced the Bologna Process and how it has impacted the higher education system in Europe. We have highlighted the benefit of the ECTS credit system especially under the Erasmus Programme.

Portugal is an active participant in the Process and ISCTE – University Institute of Lisbon has taken the opportunity to review and to improve its bachelor programmes by initiating a new offering of competences that are useful to all students as professional or citizen.

SOME DIDACTIC PECULIARITIES OF TEACHING CONSECUTIVE INTERPRETING TO THE STUDENTS OF TRANSLATION DEPARTMENTS

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Abstract

The article discusses some of the linguodidactic features of teaching consecutive translation. Particular attention is paid to the



components of the educational process, reflecting the content of the didactic space of teaching interpretation. The problem is considered from the standpoint of the modern competence-based approach, as well as from the point of view of linguodidactics. From this point of view, it is extremely important to study translation studies in the applied aspect, however, for a long time, translation was the subject of study exclusively by linguists-theoreticians, while insufficient attention was paid to the psychological, pedagogical and didactic aspects of translation activity.

Keywords: linguodidactics, interpretation, consecutive interpreting, educational situation, competence, components of the educational process

Modern society is a huge conglomerate of languages and cultures, the interaction of which is based on synergistic interpenetration. Translators play a special role in the multicultural and multilingual world as cultural and linguistic mediators, and, therefore, the issues of preparing students for various types of translation, including consecutive interpreting, remain relevant to this day. In the teaching methodology of interpreting, various components of the competence of consecutive interpreting are usually distinguished, including mastering the algorithm for carrying out this type of activity. The purpose of this article is to describe the didactic space of the educational situation of consecutive interpretation, in which the formation of the corresponding translation competence takes place.

Consecutive interpretation is defined as a type of professional translation, providing for the verbal (sound or sign) transmission of an oral message from one language to another [1, p. 29]. Due to its specificity, this type of translation requires high professional training and the manifestation of personal qualities necessary for this type of activity. According to a number of scholars [1–4], important areas of this training are the process of mastering the technique of this type of translation and the formation of the corresponding qualities of a translator. Summarizing the works of these scientists, we came to the conclusion that it is possible to single out the following components of the competence model of an interpreter performing consecutive interpretation:

- a motivational component that provides a quick orientation of an interpreter in a situation of consecutive interpretation (anticipation of



possible situations of interaction between speakers and an interpreter, modeling the situation of interaction, cognitive activity);

- cognitive component, reflecting the level of cognitive development of the student - the future translator. In this component, several important plans can be distinguished: 1) the actual development of the student's intellectual abilities, the development of thinking operations (analysis, comparison, concretization, synthesis, systematization, classification and abstraction), mastering the methods of perception and understanding; 2) the development of key mental functions that contribute to the implementation of consecutive interpreting (attention and various ways of switching it, various types of memory - short-term, long-term and operational, training of various types of memorization - linear, non-associative);

- linguistic component, involving the mastery of language and speech literacy in the native and foreign languages, ensuring lexical equivalence, adherence to grammatical, syntactic and stylistic standards;

- an intercultural component, which allows, on the basis of cultural awareness, knowledge of cultural and linguistic norms of communication, behavior models, etc. of the interacting parties, to carry out intercultural translation communication, overcome situations of intercultural failure and prevent intercultural conflicts;

- information component, focusing on mastering information strategies necessary for translation activities (fixing information in the process of translation, search, decoding, formalization, filtering, sorting, generalization, coding, transmission, information protection);

- a personal component that reveals itself in the mastery and subsequent manifestation of personally significant qualities of an interpreter in a situation of consecutive interpretation (responsibility, decency, organization, emotional intelligence, tolerance, stress resistance, etc.), ensuring the observance of ethics and etiquette of interpretation (ensuring confidentiality, collegial solidarity, neutrality in the process of interpretation);

- activity component, assumes the ability / readiness of the student - the future translator to participate in consecutive interpretation.

The system of methodological approaches in the didactic organization of the process of preparing students - future translators for the situation of consecutive interpretation is an integrative unity at the following levels:



- conceptual level: an anthropological approach that determines a personality-oriented orientation in the training of future translators, contributing to self-development, self-knowledge and the realization of personal potential in the learning process; this approach made it possible to supplement the classical model of teaching translation with the inclusion of linguodidactic practices aimed at developing the student's personality itself; the anthropocentric paradigm switches interests from objects of cognition to the subject, that is, a person is analyzed in language and language in a person [5];
- general scientific level: systemic, competence-based and integrative approaches.

A systematic approach means a systematic consideration of the preparation process for consecutive interpretation in terms of taking into account all the selected components of the translator's model, the interconnection of the entire system of didactic organization of this process, in which the principles, content and linguodidactic practices are highlighted. The construction of an integral didactic system allows to ensure the quality of training of future specialists in oral consecutive translation.

The competence-based approach allows at the strategic level to implement the ideas of the anthropological approach, since it ensures the comprehensive development of various components of translation activity by students, describes the effective-target basis in the form of knowledge, skills, personal qualities, methods of activity, readiness.

The integrative approach presupposes a comprehensive selection and organization of the content of linguistic and humanitarian disciplines with appropriate goals, the creation of a single didactic system that unites several academic disciplines.

In conclusion, it should be emphasized that the educational situation of consecutive interpretation is considered by us as a didactic space for the formation of students' competencies corresponding to this type of activity. The design of this situation took place at the conceptual, content and technological levels. The educational situation is designed according to the algorithm of the translator's work in a real situation of consecutive interpretation (phrasal and paragraph-phrasal translation), which makes it possible to ensure the productivity of solving translation problems in real conditions.



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TIPS FOR TEACHING READING MICRO SKILLS

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Abstract: New approaches to teaching reading micro skills are discussed and tips for making the teaching process of reading more productive are given in the article.

Key words: authentic, reading comprehension, main idea, content, post-reading, pre-reading, reading selections, research paper.

The definition of “reading in a foreign language” probably depends on learner’s own previous language learning experiences. If a teacher used the grammar translation method, reading probably figured prominently among the typical activities. On the other hand, if a teacher was using the audio lingual method, it is very likely that reading was minimized in favor of listening and speaking the language. In both of the methods students will feel more motivated to read and to practice their developing reading skills on their own if a teacher can demonstrate to them that reading is not just a classroom exercise.

The most convincing way to do this is to incorporate into lessons authentic examples from a wide range of print media: announcements, notices signs, labels, brochures, instructions, timetables, maps and there