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## THE PROCESS OF MASTERING OF STUDENTS IN THEIR PROFESSIONAL ACTIVITY

**Ivashkevych E., Ternovyk N. The process of mastering of students in their professional activity.** In this article it was shown that the professional development of a future translator is a complex integrative process that involves the use of various forms, tools and methods of facilitative influence on a student's personality. In order to select and justify the feasibility of using such forms, tools and methods, etc., we described a conceptual model of the professional development of a future translator. This model, in turn, requires special development, description and analysis of its constituents due, first of all, to its integrity, multicomponentity and polyfunctionality.

It was stated that in the personality-oriented educational paradigm of studying a professional specialist would be effective only if the teacher created the prerequisites for the development of creative personality, therefore, the specialist would be the creator. The latter involves the use of all the possibilities of a specialist to form his/her creative potential. Therefore, a future translator should have a high level of the development of pedagogical, musical, organizational, communication skills, creative abilities, and as a result of the professional development of the translator, like any other specialist, will be a high level of his/her professional mastery.

**Key words:** professional mastery, professional activity, personality-oriented educational paradigm, creative personality, creative abilities, communication skills.

**Івашкевич Е.Е., Терновик Н.А. Процес опанування студентами майстерністю професійної діяльності.** Професійне становлення майбутнього перекладача розглядається як складний інтегративний процес, який передбачає використання різноманітних форм, засобів та методів фасилітативного впливу на особистість студента. З метою відбору та обґрунтування доцільності використання таких форм, засобів й методів тощо, в статті описано концептуальну модель професійного становлення майбутнього перекладача. Ця модель, в свою чергу, вимагала спеціальної розробки, опису та аналізу її складових у силу, передусім, своєї цілісності, багатокomпонентності та поліфункціональності.

Зазначено, що професійне становлення особистості – це цілісний, динамічно розгорнений в часі процес, який характеризується, передусім, формуванням професійних намірів, потім – набуттям знань та оволодінням вміннями та навичками, і так до повної реалізації себе у творчій педагогічній діяльності. Основним протиріччям професійного становлення є, як правило, протиріччя між сформованими властивостями особистості і об'єктивними вимогами провідної діяльності, значення якої полягає в тому, що вона великою мірою зумовлює подальший розвиток індивіда як суб'єкта професійної діяльності. Отже, реалізуючи себе в провідній діяльності, особистість поступово змінюється, що призводить до перебудови мотивів професійної діяльності, формування нових для людини особистісних властивостей, якостей та характеристик.

В статті ми розглядаємо професійне становлення майбутнього перекладача з позицій культурологічного підходу – як процес формування особистісно-професійної позиції індивіда з урахуванням всього різноманіття суб'єктивних і об'єктивних факторів, що передбачає реалізацію стратегій управління особистісними ресурсами, потрібними

для здійснення професійної діяльності на фаховому рівні. Професійне становлення майбутнього перекладача також передбачає формування особистісно значущої позиції, яка розуміється нами як система домінуючих ціннісно-сміслових ставлень фахівця до соціокультурного оточення, самого себе і своєї діяльності.

Наголошено, що готовність фахівця до здійснення професійної діяльності вміщує три компоненти: а) мотиваційна готовність; б) змістова готовність; в) операційна готовність. Зважаючи на те, що професійна діяльність перекладача характеризується аксіологічною спрямованістю, зазначено, що готовність перекладача до здійснення професійної діяльності вміщуватиме ще й четвертий компонент, а саме – «ціннісну готовність».

Доведено, що в особистісно-зорієнтованій освітній парадигмі становлення сучасного фахівця буде ефективним лише в тому випадку, коли викладачем створюватимуться передумови для розвитку творчої особистості, отже, сам фахівець буде творцем. Останнє передбачає використання фахівцем усіх можливостей для формування свого творчого потенціалу. Отже, майбутній перекладач повинен мати високий рівень розвитку педагогічних, музичних, організаторських, комунікативних здібностей, творчих можливостей, а результатом професійного становлення перекладача, як і будь-якого іншого фахівця, буде високий рівень його професійної майстерності.

**Ключові слова:** професійна майстерність, професійна діяльність, особистісно зорієнтована освітня парадигма, творча особистість, творчі здібності, комунікативні навички.

**Problem's statement.** The essence of "professional formation" of a specialist can be described in the comparison of its content with the categories of "development" and "formation". Development is defined as a fairly objective process of personal (quantitative and qualitative) changes. Simultaneous explication of these characteristics distinguishes the development from other procedural changes. It should be noted that the reverse changes are characteristic of the processes of functioning (that is, it refers to the cyclic reproduction of a permanent system of relationships and interactions); in the absence of personal orientation changes will be synthesized, which deprives the process of personal development of the internal integrity and interdependence of its individual components. In turn, any formation is the basis of all further development of the person, the initial link of the origin, generation and functioning of things and phenomena. Unlike formation, development is more continuous process, which does not have constantly given final result.

**Analysis of recent researches and publications.** Most scholars believe that professional development is something like endless process that is not completed. This process, according to V. Bibler [1], can suddenly end and suddenly continue (at different periods of time, in different spaces and cultures). The latter emphasizes the professional development of a specialist as a rather global process of professional development of the person, the formation of skills and characteristics that are too important for providing professional activities, which, however, are extremely important for the existence of a global multicultural world.

Analyzing the process of professional development of the person, many researchers identify the stages, levels of professional growth. In such a way, a professional approach to the

problems of professional formation involves updating the basic characteristics of the personal-motivational and operational-technical aspects of professional activity. Mastering professional skills involves the development of knowledge, skills and abilities of a specialist, which are formed on the basis of professionally significant abilities, which are mastered at the University (*operational side of professional formation*). The abilities of the person, which are developed in the process of professional activity, form a complex of professionally important qualities, providing prerequisites for the further personal development of a specialist, achievement of his/her professional skills. Professional ability is one of the most important components of a professional development; the last “pushes” a person to choose a certain professional field, further ensuring the successful mastery of a specialist in a future profession.

Understanding the peculiarities of professional formation, as M. Filonenko notes [9], becomes impossible without studying the content and the structure of personal motives, which are the main facilitative power of choosing a profession and the desire to achieve meaningful results in it. The course of the professional development is also directly related to the development of personal consciousness. Adequate knowledge of themselves, their capabilities, abilities, value orientations allow a future specialist to choose the most appropriate way for the structure of his/her personal sphere of the professional activity. Successes or failures achieved in the profession, in turn, correct a person’s perception of themselves, affect their self-esteem, the level of aspirations and self-awareness in general.

Professional formation also involves the active inclusion of a person into a new social environment for him/her, characterized by standards of communication, behavior, values, stereotypes, moral rules and imperatives, etc. Interpersonal relationships that are formed in a professional team largely determine the course of the person’s professional adaptation, formation of his/her social status. Therefore, the structure of professional formation may include social and psychological characteristics of a person, determining his/her place in a professional group, social status, etc.

To a large extent, significant features of the professional formation are found in the process of finding the person’s individual ways of performing professional activity, which is accompanied by the formation of individual personally meaningful (including creative experience), professional self-consciousness, a system of professional motives, personal meanings, values and senses. The analysis of scientific researches, which in one way or another one deals with the problem of professional formation, shows the unity of researchers’ opinions that professional formation is a dynamic process of transformation (or restructuring) personal and professional qualities, characterized by self-determination, self-improvement, self-education, self-actualization, self-realization, actually shaping one’s consciousness. Thus, professional development can be showed as a long process of mastering the profession.

Thus, the analysis of the scientific literature indicates that the process of professional formation can be represented in two ways: the scheme of procedural reproduction (as a temporary sequence of stages, periods, parts) and the structure of professional activity (as a set of ways and means of performing professional activity, when their compliance is not a temporary determination, but a targeted presentation and realization). Professional formation is also understood as the development of person’s professional competence, as a process of mastering the means of solving professional problems and tasks, as well as mastering models of making professionally significant decisions (O.Bondarenko [2], S.Maksymenko [4], A.Markova [5] and others).

Considering the process of professional formation of the person as a subject of professional and life activity, V.Slastionin [7] identifies several basic levels:

*Adaptive level of the professional development.* This level is so-called stage of adaptation, which indicates the entry of the person into educational and professional activity. This stage is characterized by rather unstable attitudes to the perception of the content of the professional activity, adaptation to new socio-cultural realities of our life, unstable creative activity. At this stage, the process of professional formation requires the following: stimulation of various forms of explication of independence and activity into a professionally meaningful environment; development of special, creative, empathic abilities; formation of skills of self-realization, self-knowledge, emotional self-regulation; acceptance as personally meaningful subject-subject relations, interactions in the professional environment; finding direct and alternative ways to solve life and professional problems; developing the ability to interpret life circumstances professionally.

*The professional and reproductive levels of professional formation* are inherent in: the development of the need of a person for professional activity; actualization of cognitive reflection; mastering values and meanings of educational and professional activity; forming the ability to create projects of the future life path (we mean one person and other people); creation of methodological background of mastering a specialist in his/her own profession; development of professional thinking, abilities to realize professional knowledge and practical skills.

The third level of the professional development is *personal and productive one* – it is characterized by the fact that the specialist acquires a personal sense of realization of educational professional activity. It is reflected in: the development of regulatory mechanisms for providing professional activity, communication, creativity, self-expression of a future specialist in the educational process; seeking and stimulating the future professional of individual style of professional activity; readiness for professional solution of theoretical and applied, special-performing educational and practical problems into higher educational establishments and into future professional activity; finding individual ways of adapting to future professional activity; the development of adequate communicative behavior of a future specialist in their professional activity and throughout their way of life.

The next level of the professional development is *the subjective-creative professional level*, which is characterized by: subjective realization of personal and professional development of a specialist; abilities to carry out necessary correction of the professional activity by means of introspection; strengthening the role of general and narrowly specialized knowledge of a person in his/her life and professional plans; systematization of views and attitudes about his/her profession, socio-cultural space, life and professional way; finding person's own individual style of performing a professional activity; complete readiness for professional activity, explication of his/her own creative achievements, creative products and demonstration of desire for creative representation of himself/herself in the future, for creative achievements and professional growth, etc.

Also, V.Slastionin [7] proposes a model of professional formation of a future specialist, considering it from the standpoint of personal and professional self-development, when external pedagogical influences will coincide with the personal potential of a person. This, on the one hand, will mean full compliance of professionally significant goals, motives and methods of implementation of professional actions with the requirements of the profession, and, on the other hand, does not create certain permanent boundaries for the creative

realization of a specialist. Accordingly, the system of professionally important requirements will not muffle, but, on the contrary, will initiate the ability of professionals to find different ways of vital and professional growth, stimulating their activity, selectivity, creativity, creative orientations, etc.

The professional development of a future translator is a complex integrative process that involves the use of various forms, tools and methods of facilitative influence on a student's personality. In order to select and justify the feasibility of using such forms, tools and methods, etc., we describe a conceptual model of the professional development of a future translator. This model, in turn, requires special development, description and analysis of its constituents due, first of all, to its integrity, multicomponentity and polyfunctionality.

Professional development is seen as a long-term process of mastering the profession. Scientists believe that professional formation can be represented in two ways: according to the scheme of the process (as a temporary sequence of stages, periods, parts) and by the structure of the activity (as a set of methods and means, the observance of which one after the other person has not a temporary but a paradigm-purpose determination). Professional development should also be understood as the formation of professional competence, as the process of mastering the means of solving professional and pedagogical tasks and problems, as well as models of their solution, etc.

Thus, the professional development of a person is a holistic, dynamic process well organized in time, characterized primarily by the formation of professional intentions, then – by the acquisition of knowledge and mastery of skills and abilities, and so to a full realization of oneself in creative pedagogical activity. The main contradiction of professional formation is, as a rule, the contradiction between well-developed personality traits and the objective requirements of leading activity, the significance of which is that it largely determines the further development of the individual as a subject of professional activity. Realizing himself/herself in the process of leading activity, the person gradually changes, which leads to the restructuring of the motives of his/her own professional activity, the formation of new personal characteristics, qualities and traits.

In this article the professional development of future translators is considered from the standpoint of the cultural approach. So, it is a process of forming the person's personal and professional position of the individual, taking into account the diversity of subjective and objective factors, which involve the implementation of strategies for managing the personal resources which are necessary for professional activities on the professional level. It was noted that the professional development of the future interpreter also involved the formation of personally significant position, which was understood by us as a system of dominant values-semantic attitudes of a specialist to the socio-cultural environment, of himself/herself and his/her activities

It was stated that that conceptual model would necessarily include professional readiness for performing the activity. Willingness is characterized by the different nature of the interconnections of its structural components (a cognitive component – knowledge of a foreign language, a linguistic one – linguistic competence, the component of implementation – communication skills). Considering the readiness of a student as a component of person's intercultural communication as a set of individually significant psychological factors of a specialist, we (taking into account the diagnostic goals) have identified the characteristics of different levels of the development of each of the factors of readiness, which we mean as a

criterion basis for studying the phenomenon of students' readiness for organizing the process of successful intercultural communication. The first (a cognitive) component is considered in the context of this study as varying levels of foreign language acquisition. In fact, in our opinion, a cognitive component of readiness contains the linguistic competence of the person, as well as his/her communicative skills and the peculiarities of using them in the process of translation activity.

We emphasize that a specialist's readiness for professional activity contains three components: a) motivational readiness; b) meaningful readiness; c) operational readiness. Considering that the professional activity of the translator is characterized by axiological orientation, it is stated that the translator's readiness for professional activity will also contain the fourth component, we call it "**valuable readiness**".

Taking into account **the second (axiological) indicator of students' readiness** for intercultural communication, linguistic knowledge, skills and abilities, we also meant that this axiological index should include values orientations, which will characterize to a great extent moral values of the student. For the translator, the axiological indicator of readiness to perform translation activities is dominant, because the value orientations of the specialist determine the motivation of the subject's activity, the orientation of his/her interests and aspirations.

The conceptual model of the professional development of a future translator also includes professional competence, which, in turn, includes certain specific competences that provide the translator with the ability to perform professional activities. It should be noted that professional competence is a set of interconnected knowledge, qualities, components of experience, characteristics of personality abilities that are some set in relations to the processes of the professional activity. Also, the professional development of a translator, to our mind, depends to a large extent on the development of a specialist's translation consciousness [3]. The conceptual model of professional formation of a future translator is shown on Fig. 1.

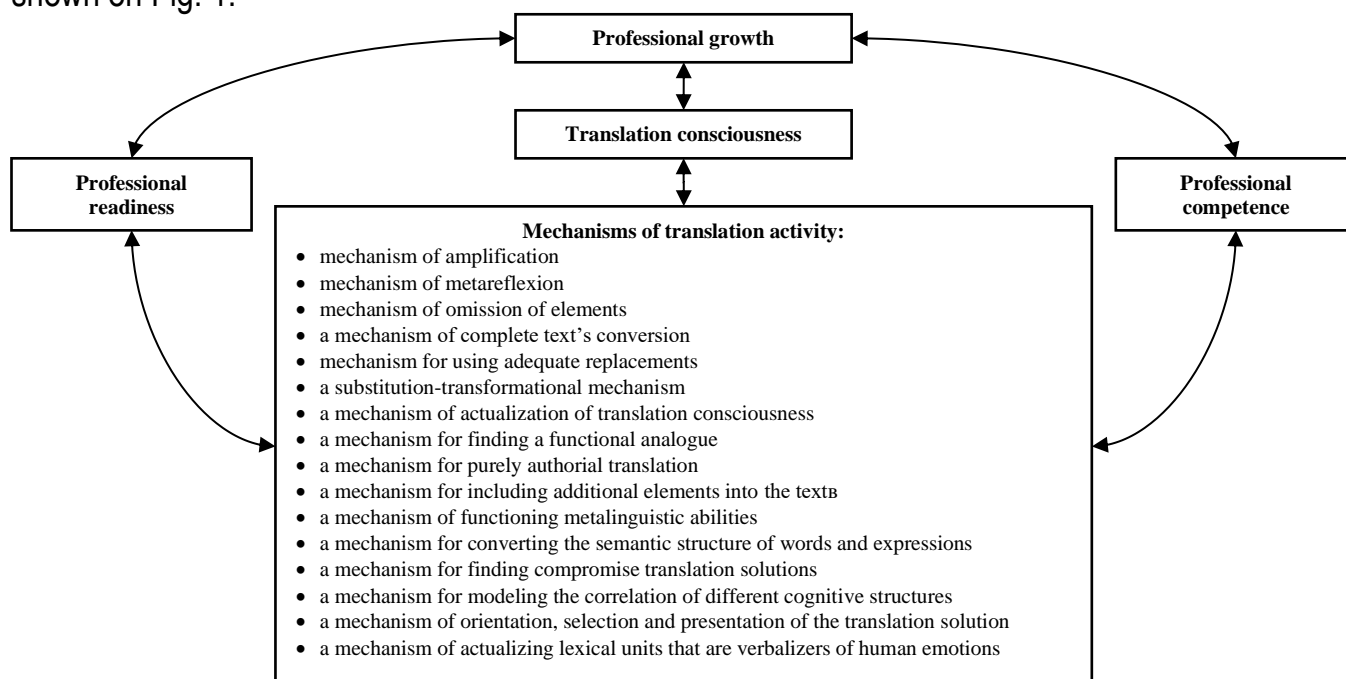


Fig. 1. Conceptual model of professional formation of future translator

**The purpose and the objectives of the article.** So, the purpose of the article is according to the conceptual model of the professional development of a future translator to characterize his/her professional activity by axiological orientation.

**The tasks of our research** are:

1. To describe the peculiarities of the analysis by students the reproduction by O.Logvynenko of spoken and everyday vocabulary of the novel by J.D. Salinger "The Catcher in the Rye".

2. To analyze the experimental research with the purpose to identify the dynamics of the professional development of future translators.

**Methods and methodical instrumentation of the research.** The following theoretical research methods were used to solve the tasks in this research: categorical method, structural and functional methods, the method of analysis, systematization, modeling, generalization, and such experimental method, as empirical research.

The experimental research with the purpose to identify the dynamics of the professional development of future translators lasted in 2016-2017. In this research 303 students of experimental and control groups of foreign philology departments were participated:

- experimental groups (150 students):
  - o E1 – 38 students of the 2nd course of Rivne State University of the Humanities;
  - o E2 – 40 students of the third course of Lviv State University of Life Safety;
  - o E3 – 35 2nd year students of Lesya Ukrainka Eastern European National University;
  - o E4 – 37 students of the third course of Kamyanets-Podilskiy National University named after Ivan Ogiyenko;
- control groups (153 students):
  - o K1 – 39 students of the 2nd year of studying of Rivne State University of the Humanities;
  - o K2 – 35 students of the third course of Lviv State University of Life Safety;
  - o K3 – 41 students of the 2nd year of studying of Lesya Ukrainka Eastern European National University;
  - o K4 – 38 students of the third course of Kamianets-Podilskiy National University named after Ivan Ogiyenko.

**The results of the research and their discussion.** In this article we'll analyze the peculiarities of the analysis by students the reproduction by O.Logvynenko [6] of the spoken and everyday vocabulary of the novel by J.D.Salinger "The Catcher in the Rye" [10].

Olga S. (E2): "Also, there are different translation strategies in the translation of this novel, which we will describe in our research. For example, let us show the translation of O.Logvynenko using the strategy of "finding a functional analogue". This strategy involves the use by the translator the spoken variants of the lexeme, or its translation as slang, vulgarism, jargon, abusive words, common words, argues, etc.

As a colloquial expression O. Logvynenko translates "all that David Copperfield kind of crap" [10, p.1] – "всю оту муру в дусі Девіда Копперфілда" [6, p.1]. In fact, "kind of crap" is translated «якоюсь мірою», «нібито», «на зразок», «неначе», «майже що», «декілька», «наполовину». As a colloquial expression this phrase has the translation «типу». As colloquial expressions O. Logvynenko translates «різновид будь-чого», «свого роду», «в загальному», «типу як», «ніби як», «якось», «можна сказати», «декілька», «почасти ніби» [8]. There are also other sentences in the text with the word "crap" used by J.D.Salinger and O.Logvynenko as spoken ones:

- «I spilled some crap all over my gray flannel» [10, p.11] – «Бо я облив свою сіру якоюсь гидотою» [6, p.16].
- «It was all a lot of crap, naturally» [10, p.16] – «Звісно, то все брехня» [6, p.23].
- «But I certainly wouldn't have minded shooting the crap with old Phoebe for a while» [10, p.29] – «Але ж так кортіло хоч трохи побазікати з каналією Фібі!» [6, p.40].

Mykle D. (K1): "In a sentence «...and full of lather and hairs and crap» [10, p.12] – «...у щетині й чортзна ще в чому» [6, p.17] «crap» is a slang, because it is has a meaning «дрянь», «некорисна річ», «лайно» [8].

Nike R. (E3): "The expression «my whole goddam autobiography or anything» [10, p.1] is translated as «свою триклятущу біографію» [6, p.1]. Уже word «goddam» is a colloquial one and means «будь я проклятий», «чортячий», «чортів» [8], while using by J.D.Salinger «or anything» at the end of the sentence adds the effect of expressiveness, emotionality, affective emphasis".

The students' awareness of the need to update and realize their abilities in terms of translation activity was calculated by the sum of positive and negative answers to questions of our interview. The results obtained are shown in Table 1.

Table 1.

**Representation of students of experimental and control groups the need for self-actualization in educational and future professional activity (in %, the first stage of the experiment)**

Groups	Think that self-actualization is necessary	Think that self-actualization isn't necessary
Experimental ones		
E1	60,36	39,64
E2	62,12	37,88
E3	58,34	41,66
E4	61,07	38,93
Control groups		
K1	62,11	37,89
K2	63,18	36,82
K3	57,26	42,74
K4	59,04	40,96

As we can see from the table, a third of the students in each group answered negatively. However, such a state may be associated with a desire to move away from the usual, patterned answers, a desire to pay attention to themselves, and to substantiate their points of view originally. However, most students in all groups confirm the need for self-actualization. Comparison of results by Fisher's  $\phi$ -criterion did not show significant differences ( $F = 0,73$  in E1;  $F = 0,71$  in E2;  $F = 0,68$  in E3;  $F = 0,67$  in E4;  $F = 0,75$  in K1;  $F = 0,69$  in K2;  $F = 0,74$  in K3;  $F = 0,73$  in K4) between the students of the experimental and control groups.

When we asked the students who, as a rule, did not demonstrate self-actualization in their learning activities, what was the reason for that situation, then 20,44% of E1 group respondents, 21,32% – from E2, 31,44% – from E3, 32,82% – from E4, 25,46% – in K1, 28,04% – in K2, 21,02%, – in K3 and 28,44% – in K4 replied with some insult that teachers mostly listened to what students wanted to express according to that subject, but did not encourage them to be independent and active. Also, almost half of the students in each group



said during the interview that only some teachers encouraged their initiative, but specify: "Depending on the discipline". More than 60% of students in all groups stated that the desire for discussion that led to deviation from the topic and the issues that really was interesting for them, as well as the incentive to take classes, was rarely encouraged. About 20% of the students in each group answered that question: "Teachers tend to ignore the initiative more than encourage it", which, in principle, also did not facilitate the students' readiness for professional activity.

**Conclusions and perspectives for further researches.** Thus, the results having been obtained indicate that the microclimate at the faculties of foreign philology at various higher education institutions as a whole is favorable for students to be active and to reveal themselves as a creative subject of translation activity. In our research we stated that in the personality-oriented educational paradigm of studying a professional specialist would be effective only if the teacher created the prerequisites for the development of creative personality, therefore, the specialist would be the creator. The latter involves the use of all the possibilities of a specialist to form his/her creative potential. Therefore, a future translator should have a high level of the development of pedagogical, musical, organizational, communication skills, creative abilities, and as a result of the professional development of the translator, like any other specialist, will be a high level of his/her professional mastery.

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**Ивашкевич Э.Э., Терновик Н.А. Процесс овладения студентами мастерством в профессиональной деятельности.** В статье показано, что профессиональное становление будущего переводчика является сложным интегративным процессом, который предусматривает использование разнообразных форм, средств и методов фасилитативного воздействия на личность студента. С целью отбора и обоснования целесообразности использования таких форм, средств и методов, описана концептуальная модель профессионального становления будущего переводчика. Эта модель, в свою очередь, требует специальной разработки, описания и анализа её составляющих в силу, прежде всего, своей целостности, многокомпонентности и полифункциональности.

Доказано, что в личностно-ориентированной образовательной парадигме становление современного специалиста будет эффективным только в том случае, когда преподавателем будут создаваться предпосылки для развития творческой личности, следовательно, сам специалист будет творцом. Последнее предполагает использование специалистом всех возможностей для формирования своего творческого потенциала. Итак, будущий переводчик должен иметь высокий уровень развития педагогических, музыкальных, организаторских, коммуникативных способностей, творческих возможностей, а результатом профессионального становления переводчика, как и любого другого специалиста, будет высокий уровень его профессионального мастерства.

**Ключевые слова:** профессиональное мастерство, профессиональная деятельность, личностно-ориентированная образовательная парадигма, творческая личность, творческие способности, коммуникативные навыки.