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DEVELOPING OF THE DISCURSIVE COMPETENCE IN TEACHING INTERPRETERS

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Abstract: The article describes the discourse as a perception object in consecutive translation. The authors offer their definition of discursive competence and reveal its content in oral communication. The article focuses on the information-oriented listening skills development of future interpreters. The information-oriented skills are a basis for developing perception abilities which are a part of the discursive competence. Authors' attention is also paid to the listening comprehension exercises to establish information-oriented skills.

Keywords: discourse, discursive competence, consecutive translation, information-oriented listening skills of future interpreters, extralinguistic context

1. Introduction

The paradigm shift in linguistics led to the emergence of discourse as a new branch of knowledge and social technology. It led to changes in translation studies: the object of translation was considered the text as a component of one of the particular dis-

courses or orally generated discourse. Discourse understood as an actual communicative event, recorded in written texts and oral speech and carried out in a certain, cognitive and typologically conditioned communicative space (Kibrik A.A.,2003:13), as a text. The text actualizes not only the actual language factors-the rules of combinability of words and sequence of statements, their intonational design, forms of questioning, interrupting partner, types of reaction to the question, etc., but also non-linguistic (extralinguistic) factors-cognitive, ethnographic, socio-cultural, psychological" (Arutyunov D.A., 1990: 234), is a complex object of perception.

2. Objectives/Purpose of the study

The result of perception, comprehension and understanding is a subjective image that arises in the consciousness of the recipient and includes copies of the content of the speech work, the model of the communicative situations, the image of the specifics of the interaction of partners, as well as the image of each of the participants in communication. The understanding of oral speech is thus related to the recipient's decision-making at the linguistic, cognitive, situational-deictic and pragmatic level.

The translator makes a significant contribution to the implementation of interaction, because his experience and competence have an impact on the segmentation of discourse, on the speed and depth of understanding of the message, on the level of professional communication, on his emotional coloring and attractiveness, and, ultimately, on the optimal achievement of the result of discussion.

It is the translator who is called to level the difficulties arising in intercultural interaction due to the transformation of untranslated fragments of discourse, an adaptation of information to the host cultures. All of the above leads to the conclusion about the need for purposeful formation of discursive competence of future interpreters.

3. Methodology

The discourse competence of an interpreter as an essential component of communicative competence differs from that of an ordinary person. Therefore, it is possible to define the discursive skill of an interpreter as the ability to perceive oral and spoken discourse in the unity of all its components (speech, non-verbal, communicative, interactive, universal and individual personal) (Canale, M., 1980). To understand the explicit and implicit meaning and to translate it following the national and cultural peculiarities of design, structuring, implementation (selection of appropriate language forms within functional styles and communication registers) in a specific communication situation, provided the necessary adaptation to the host culture.

The formation of the discursive competence of future translators begins with the first year of training in the course of oral speech practice in a foreign language. At this stage, the foundations of discursive competence at the skill level in the speech activity of listening and speaking are laid. The primary attention in our work is paid to the question of formation of speech information-directed skills of translation listening, providing the disclosure of the internal structure of the subject and semantic content. Appeal to information-oriented skills as an object of formation due to the focus of translation listening on the subject-thematic ("what is reported?") and semantic content ("what is reported and why?").

Speech information-directed skill of listening translation is the ability to carry out speech information-directed lexical or structural-compositional operation at the optimal level of perfection of speech action of listening to the operational aspect of the activity. It is taken into account that comprehension and understanding of the information of the discourse fragment in the course of listening translation is carried out within the context and situation intercultural communication.

In the sounding text as the main component of discourse and the main object of perception, comprehension, and under-

standing in consecutive interpretation can be divided into three plans – the subject plan, the plan of semantic content and the plan of language design. Subject content linked to the notion of denotation, which refers to the reality or the object reflected in the thinking and expressed in the text defined language (Borbotko, VG. ,1981: 26). In other words, a denotate means a fact, an event, a situation. In the process of listening to the original message, the translator primarily deals with the first, thematic part of the subject content presented a chain of keywords and phrases. But for a complete understanding of the source text and the generation of secondary text is necessary to reveal the subject content of the original by constructing its denotate structure, i.e., to identify the word combinations in the text, denoting certain denotates and to reveal the subject connections between them.

In addition to a relatively external reference to reality, any text reflects a certain point of view on a particular situation. It is the point of view that sets the semantic the content, without which it is impossible to talk about a full translation. The semantic content of any text can be represented in the form of a hierarchy of predicates, i.e., it is reflected in the thematic development of the text. In accordance with the above, speech information-oriented skills include the following types: 1) skills aimed at perception, comprehension, and allocation of a chain of keywords and phrases that convey the subject-thematic content of the speech work; 2) skills related to the perception, comprehension, and allocation of phrases expressing denotates; 3) skills that ensure the perception, understanding, and allocation of the hierarchy of predicates and the construction of the scheme of thematic development; 4) skills that allow to perceive, comprehend and build the denotate structure of the sounding text or its fragment.

Highlighted the types of skills correspond to the four types of speaking exercises in translation and comprehension. These include:

a) exercises involving the perception, understanding, and allocation of a chain of keywords and phrases;

b) exercises, in which is perceived, comprehended and highlighted phrases expressing the denotations;

C) exercise, aimed at the perception, understanding, and allocation of the hierarchy of predicates and building a scheme of thematic development;

d) exercises related to the perception, understanding, and construction of the denotate structure of the sounding text or its fragment.

The implementation of each type of exercise is preceded by an introductory stage, in which the trainees are given preliminary tasks, involving work with the printed text within the framework of speech reading activities. It allows us to reveal the essential nature of the text, the internal structure of the subject-specific and semantic content, to demonstrate the linguistic means that transmitted. Thus, students learn to perform mental operations of analysis, selection, comparison, generalization, synthesis, learn to see the development of thought in the text, to allocate semantic links and denotate phrases (Kibrik, A.A., 2003:57). It is followed by information-oriented speech exercises in listening translation, which in many practices is accompanied by a letter-fixation and subsequent speaking (it is not a translation, and the transfer of content in its secondary text, most often in a foreign language). The analysis of speaking products, along with the study of the products of written fixation of information, provides an additional opportunity to assess the degree of formation of information-oriented skills of listening translation. At the same time, the communicative orientation of the exercises ensures the students' motivation. Fragments of video recordings of real situations of foreign language communication are used as an authentic video discourse.

Instructions for the first three types of exercise can be formulated as follows: "Listen to the message, based on a list of lexical units. Select one or more of the leading keywords (phrases). Name the lexical units from the list that are subordinate to each of the leading keywords. Exchange views with your colleagues";

"Listen to a fragment of the video, correlating its content with the list of phrases. Select those that are integral for the text, i.e., denote the whole fragment of reality. What information do they transmit?"; "Listen to a fragment of the video, determine which words and phrases from The list given to you are predicates to this topic. Tell us what you learned about the topic using the highlighted lexical units?".

At the final stage of the formation of information-directed transition to the fourth type of exercise, i.e., to the construction of denotate structure of the message. It is necessary to learn to perceive, to comprehend and to distinguish the denotations of the denotations and theme-rheme.

4. Results

Most of the suggested exercises include verbal information basis of speech activity listening in the form of keywords and phrases presented in a vertical or horizontal sequence, denoted collocations, lexical means, representing the theme and rheme of the utterance, etc. The wording of the instructions to the exercises provides direction of attention to thought as a subject of speech activity, with the informed selection of lexical means, which convey this information and through which they perceive the internal structure of the issue and semantic content.

Since one of the characteristic features of translation listening is its synchronization with the letter-fixation, each type includes exercises that provide a written fixation of language means that transmit information statements and allow to identify the internal structure of its content. For example: "Listen to a fragment of the video, fix the words and phrases from the list that report information about the preparation of traditional rye bread in Germany. Let us know, about what information is passed with the phrase".

Many exercises direct the attention of students to the subjects, phenomena, processes presented in the video series, as well as to the paralinguistic and non-verbal means of communication

used by the speaker: "View and listen to the video message. Name the keyword (phrase) from the list, which is highlighted by the speaker using the accent and gesture. Why do you think the speaker especially emphasizes that word? Listen to the video message, paying attention to the captions and the running line on the screen. Select and lock the main subject and subtopics of the text (Galskova, N.D, 2006: 231). Ask your colleagues what they have recorded." "Listen to the message, based on this list of indivisible for this text phrases denoting whole fragments of reality (objects, phenomena, processes). Note which of them are presented in the video and sounding text. Tell us what you learned from the film about these objects or phenomena."

Particular tasks also provide the formation of a mechanism for switching from one language to another: "Listen to the message and, based on the list of key lexical units in Russian, fix in the order of their German-language correspondence from the text. What information is reported in the sounding text with the help of your selected words and phrases?"

Information-oriented skills of translation listening serve as the basis for the formation of receptive skills that are part of the discursive competence, the formation of which continues in senior courses in the framework of teaching interpretation. (Bachmann, L. F, 1990: 345) In this case, the content of the training should reflect the stages of the translator:

a) preparatory (analysis of translation assignments, a collection of materials and preparation for translation);

b) analytical (interpretation of the situation and the peculiarity of the translator's activity in it, linguistic, compositional, communicative analysis of the statement and discourse); C) the stage of the translation itself, including translation listening, comprehension and understanding of the information, written fixation of the information and creation on its basis of the creolized text of the translation;

d) the stage of evaluation and correction of the reading.

Training consists of a theoretical and practical part include the necessary language, speech, and non-verbal material as an information basis, integrates country and socio-cultural aspects of the interpreter.

An essential means of forming discursive competence in the preparation of interpreters is a multimedia textbook or traditional textbook based on learning technology that integrates audiovisual information (text, video, audio, graphics, etc.). The book can be built both from the thematic criterion of the organization of the material, and taking into account the discursive and situational principle (the type of discourse and the list of typical situations). The video creates the illusion of presence in the real situation of communication, allows you to analyze it, to consider its extralinguistic context. To recreate the characteristics of oral discourse in the location of the following interpretation can be limited to a single presentation of the video.

5. Discussion

The article describes discourse as an object of perception in consecutive interpretation, discloses the content of discursive competence in situations of verbal communication. Discursive competence is formed as a productive one, and at the receptive level. The basis for the formation of receptive skills is speech information-oriented skills of listening translation, which allow identifying the internal structure of the subject and semantic content of the sounding text as the main component of discourse. These skills are formed at the initial stage of training in the framework of a practical course of a foreign language.

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INTEGRATIVE APPROACH FLT THE PUPILS OF PRIMARY SCHOOL IN TEACHING FOREIGN LANGUAGE

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Abstract: The article substantiates the relevance of the approach, identifies the structural components of the integrated approach, explains the peculiarities of the integrated lessons and provides the results of the study. The integrative approach in the studying is a specific form of ensuring the comprehensiveness, integrity of students' knowledge and formation of their systemic thinking and scientific outlook.

Keywords: learning, integrated approach, foreign language, lesson, primary school

1. Introduction

At the moment, changes are taking place in the Russian education system: it is becoming oriented towards the entering of the world educational space. Integration is one of the most significant innovative phenomena in the world. The process of modernization of Russian education involves the search and the introduction into practice of new forms of organization of the educational