

TEACHING PROFESSIONAL ENGLISH TO FUTURE PSYCHOLOGISTS

Iuliia Budas

Vinnytsia, Ukraine

Recent investigations of future psychologists' foreign language proficiency have pointed to the necessity of integrating English into teaching the basics of the profession. Having a good command of the foreign language is extremely important for psychologists nowadays. Many authors concentrate on the content of the training, methods developing future psychologists' communicative skills, and the gap between teaching a foreign language and their future professional activity.[L.Morska]. The present paper tries to investigate the influence of integrating English into teaching the basics of the profession onto students' motivation to develop their foreign language proficiency.

Motivation is regarded as the process that initiates, directs, and sustains behavior to satisfy physiological or psychological needs (Wood & Wood, 1999, p. 358). Accordingly, to motivate learners means to shape their desire to master the language, stimulate their interest in learning English, encourage them in this process. Future psychologists have different motives for learning English, both intrinsic and extrinsic. Regretfully, many of Ukrainian students are working hard in the course only because it is compulsory, and they have to take an exam. Notwithstanding the benefits of possessing the adequate level of foreign language proficiency, future psychologists are displaying discouraging indifference to mastering the language. Feeling doubtful about the possibility of communicating in English at their future working place, students experience discomfort while learning English. Many researchers believe that students' disappointing experience of foreign language learning may even extend beyond the classroom, and they may actually never use English again due to their anxiety while learning the language. Besides, students often attribute their failure to master the foreign language to their lack of ability instead of recognizing that hard work and efforts are accountable for their achievements.

The research has demonstrated that the attempts to change the contents and make the syllabus more professionally oriented mostly influence those students who are determined in the desire to become a psychologist, and have reached B1 level of foreign language proficiency. Simultaneously, the survey has supported the idea of introducing the high-level formative assessment of foreign language proficiency. The teacher, asserting that students' on-going growth is relevant and encouraged, can lessen their anxiety while learning English. Consequently, the content-based syllabus and the high-level formative assessment can motivate future psychologists to master the foreign language if teachers create a positive atmosphere in class, encourage students' in their progress, promote their interest in the profession and integrate it with learning the language.

List of References:

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PROBLEMS AND PROSPECTS OF INTERPRETING FOR YOUNG PROFESSIONALS

Alina Fesenko, student

Alla Krokhmal, Associate Professor, PhD (Pedagogy)

O. M. Beketov National University of Urban Economy in Kharkiv

Nowadays, there is an increasing number of people learning foreign languages. What is it in reference to? Language skills are not only a prospect for a job abroad but also these skills also help to exchange experience with foreign colleagues. Of course, not everyone manages to master a foreign language or, it is not enough to know only English or any other language. And because of that relevance of the growing number of translators and interpreters is important, because their work is a significant factor affecting the development of culture and science. Thus, In this article, we deal with researching what can be stumbling blocks and impetus for young translators and interpreters,

What challenges are faced by young professionals?

First, it is a problem of choice of language for studying. Certainly, English is the most popular choice, because it is a world language. German and French also have an advantage, these countries are members of the Group of Seven and studying these languages will help to find a well-paid job. Asian and Eastern languages are difficult to study because translators who know they have a higher requirement in the labor market. Moreover, we should remember, that the languages of Eastern European countries, such as Czech, Polish, and Hungarians are important because the employer will prefer to hire a translator, who knows two or three languages, rather than who understands only one.

Second, improvements in machine translation and the use of specific devices can replace the translators. So, the main competitor to live Translators is electronic translators. After all, they have certain benefits such as availability, freeware, speed. So a translator should have not only professional skills such as language proficiency, knowledge of the subject, an ability to work with different programs, but also personal skills. Personal skills are communicative, responsive, flexible, willingness to perform services beyond the limits of translation activities, such as assistance with booking airline tickets or a room in a hotel.