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FORMATION OF TRANSLATION COMPETENCE DURING ONLINE CLASSES CONSIDERING DEMOTIVATING AND STRESS-INDUCING FACTORS

Scholars from all over the world have taken up the issue of the integration of distance education in institutions of higher education and the development of effective methods and technologies for teaching particular subjects online. However, as evidenced by the results of the 2020–2023 research on this topic, the organization and effectiveness of online classes depend, in particular, on the emotional and psychological state of all of the participants of the educational process and the conditions in which online classes take place. The purpose of this study is to determine, by conducting a natural psychological experiment, on the example of the 035 Philology major, the optimal ways of forming translation competence during online classes, taking into account demotivating and stress-inducing factors, and to check the effectiveness of a block of exercises developed in advance involving various teaching and learning strategies. The experiment was being carried out in two stages – students performed one exercise in each class, and then, after having completed the first cycle of exercises, they repeated it again in order to record the learning progression. During the experiment, by “online classes” we meant classes via video conferences, which take place synchronously, as opposed to “e-learning” classes. The results of the conducted experiment proved that the proposed block of exercises can serve as a tool to quickly and qualitatively increase the activity, motivation, level of attention and concentration of students, as well as improve the social interaction of students with each other through the screen. The outcome of the successful trial of the proposed block of exercises testify to the formation and development in students of not only such components of translation competence as ability to take decisions, attentiveness, ability to use aids and resource persons, overview, ability to abstract, revision skills, empathy and loyalty, but also media competence and emotional competence, in general. The fulfilment of interactive and motivating exercises has also influenced the forthcoming changes in students’ psychological state.

Key words: demotivation, evaluation, media competence, online learning, translation competence, stress-inducing factors, interpretation.

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ФОРМУВАННЯ ПЕРЕКЛАДАЦЬКИХ КОМПЕТЕНТНОСТЕЙ ПІД ЧАС ОНЛАЙН-ЗАНЯТЬ З УРАХУВАННЯМ ДЕМОТИВУЮЧИХ ТА СТРЕСОУТВОРЮЮЧИХ ФАКТОРІВ

Науковці з усього світу зайнялися питанням інтеграції дистанційної освіти у закладах вищої освіти та розробки ефективних методик і технологій викладання окремих предметів онлайн. Однак, як свідчать результати дослідження 2020–2023 років на цю тему, організація та ефективність онлайн-занять залежать, зокрема, від емоційного та психологічного стану всіх учасників освітнього процесу та умов, в яких відбуваються онлайн-заняття. Мета даного дослідження – шляхом проведення психологічного експерименту на прикладі спеціальності 035 «Філологія» визначити оптимальні шляхи формування перекладацьких компетентностей під час онлайн-занять з урахуванням демотивуючих та стресоутворюючих чинників, а також перевірити ефективність заздалегідь розробленого блоку вправ із залученням різних стратегій викладання та навчання. Експеримент проводився у два етапи – студенти виконували по одній вправі на кожному занятті тривалістю до 15 хвилин, а потім, виконавши перший цикл вправ, повторювали його ще раз, щоб зафіксувати прогрес навчання. Під час експерименту під «онлайн-заняттями» дослідники мали на увазі заняття за допомогою відеоконференцій, які відбуваються синхронно. Результати проведеного експерименту довели, що запропонований блок вправ може слугувати інструментом для швидкого та якісного підвищення активності участі у занятті, мотивації, рівня уваги та концентрації студентів, а також покращення соціальної взаємодії студентів між собою через екран. Успішна апробація запропонованого блоку вправ свідчить про формування та розвиток у студентів не лише таких складових перекладацької компетенції, як здатність приймати рішення, уважність, вміння користуватися допоміжними засобами та ресурсними засобами, огляд, здатність до абстрагування, навички повторення, емпатія та лояльність, а й медіакомпетентності та емоційної компетентності в цілому. Виконання інтерактивних та мотивуючих вправ також впливає на подальші зміни психологічного стану студентів. В статті подаються також рекомендації щодо процесів імпліцитного та експліцитного соціально-емоційного навчання.

Ключові слова: демотивація, евалюація, медіакомпетентність, онлайн-навчання, перекладацькі компетентності, стресоутворюючі фактори, усний переклад.

Introduction. If we try to characterize our reality succinctly, it is enough to mention only two key features: tangible globalization and the ultra-fast development of information and communication technologies, which lead to the active use of the Internet and various media communications for a wide range of possibilities. Thus, in recent years, bilateral studies have become relevant in the field of education, devoted, on the one hand, to the personality traits and cognitive characteristics that the students of higher

education must possess in order to receive quality education with the help of distance technologies. On the other hand, research aimed at establishing the influence of distance technologies on the personal and cognitive development of students.

This has resulted from a number of objective reasons, and above all, from the fact that the sphere of education was one of the first to feel the impact of the coronavirus epidemic, reacting to the established restrictions by immediately transferring all

educational activities to a remote mode (Kovalenko, 2021, p. 251).

However, Ukrainian education has faced not only the coronavirus pandemic (COVID-19), which in terms of the scale of damage caused to all spheres of human life and “crucial changes in every person’s mental worldview models, which are particular deeply established constructs of reality”, can only be compared with the Second World War (Kolisnichenko, Osovska & Tomniuk, 2022, p. 1). We are talking about the events caused by the armed aggression of the Russian Federation and the declaration of martial law in Ukraine, which became another serious challenge for all participants in the educational process (Westerlund, Chugai, Petrenko & Zuyenok, 2023). Until February 24, 2022, war and university seemed to be incompatible concepts, but today it is the reality of Ukrainian education, which dictates new requirements for the organization of education. Among them, it is worth noting the following: creation of conditions under which students of higher education can disengage themselves from events related to the war; constant analysis of the psychological readiness of students of higher education and providing them with psychological support (Serdiuk & Leonenko, 2022).

In this respect, the relevance of the research is determined both by “the constant growth of scientific interest in the mutual influence of social relations, human thinking and languages” (Osovska & Tomniuk, 2019, p. 63), the relationship between the situation in society and the emotional and psychological state of its citizens on the whole, and by the need to optimize the translation learning program for the formation of translation competence in remote mode, to find optimal ways and techniques to quickly overcome demotivating and stress-inducing factors during learning and translation activities, in particular

The analysis of Ukrainian and foreign psychological-educational literary sources makes it possible to distinguish certain advantages of applying distance educational technologies in the course of learning foreign languages and translation in the institutions of higher education: *adaptivity* – the ability to switch electronic educational resources, as well as to adjust them to students’ needs (personality-oriented learning); *agility* – the ability to ensure communication between teachers and students, to rearrange the curricula as quick as possible and to expand them if necessary; *analytics* – the ability to obtain detailed information on the learning process (learning progress, students’ behavior in the virtual surroundings, assessment of learning outcomes, feedback); *assessment* – a continuous and long-term process of grading students’ competence; *free access*

to any electronic educational resource in a foreign language at any time of the day or night and from any place in the world.

Scholars claim that the success and result of remote teaching of a foreign language and translation depends on the quality of the developed methodical materials and means of their presentation, the effectiveness of the organization of learning and interaction between the teacher and the student, as well as the effectiveness of feedback. Student-centered learning also involves taking into account the psychological characteristics of students, their cognitive styles, the use of individualized methods, means and technologies of distance learning (Baranovska, Simkova, Akilli, Tarnavska & Glushanytsia, 2023; Tarasiuk, 2021, pp. 248-251). Summarizing the above, taking into account our own experience of teaching translation and the results of research on the effectiveness of distance learning of translators (Krüger, 2018; Olkhovska, 2020; Savchenko, Kalmykov & Malimon, 2020; Struk, Sitko & Yenchewa, 2021), we present the advantages of distance learning of translation in the form of a mind map (see Fig. 1).

Distance education is a new type of reality for teachers and students, which has many advantages, however, the main drawback of this form of education is the unpreparedness of both teachers and students to integrate into the educational process, the basis of which is the use of modern information and communication technologies (Blyzniuk et al., 2021, p. 104). During distance learning of foreign languages and translation, a number of shortcomings have also been revealed, in particular, teachers have lost control over the process of formation of translation competence in students, having been forced to switch to this form of education.

Despite the above-mentioned advantages, it is already well-known for certain that the coronavirus pandemic (COVID-19) had a negative impact on the psychological state of people, causing anxiety, frustration, depression, anxiety disorders, and fear. The consequences of social distancing measures (staying at home, using contactless greetings, physical distancing from others, avoiding places of mass gathering of people) were not only the appearance of distrust in society and the deterioration of social relations, but also psychological distress, demotivation and increased subjective isolation (Bierman & Schieman, 2020; Hussein, 2020; Kostruba, 2021, pp. 29-30; Okruszek, 2020).

Research conducted jointly by the Robert Bosch Institute and the newspaper “Die Zeit” (Florentine, 2022) shows the results of a drop in concentration in German school students during online learning

Advantages of distance learning for future translators

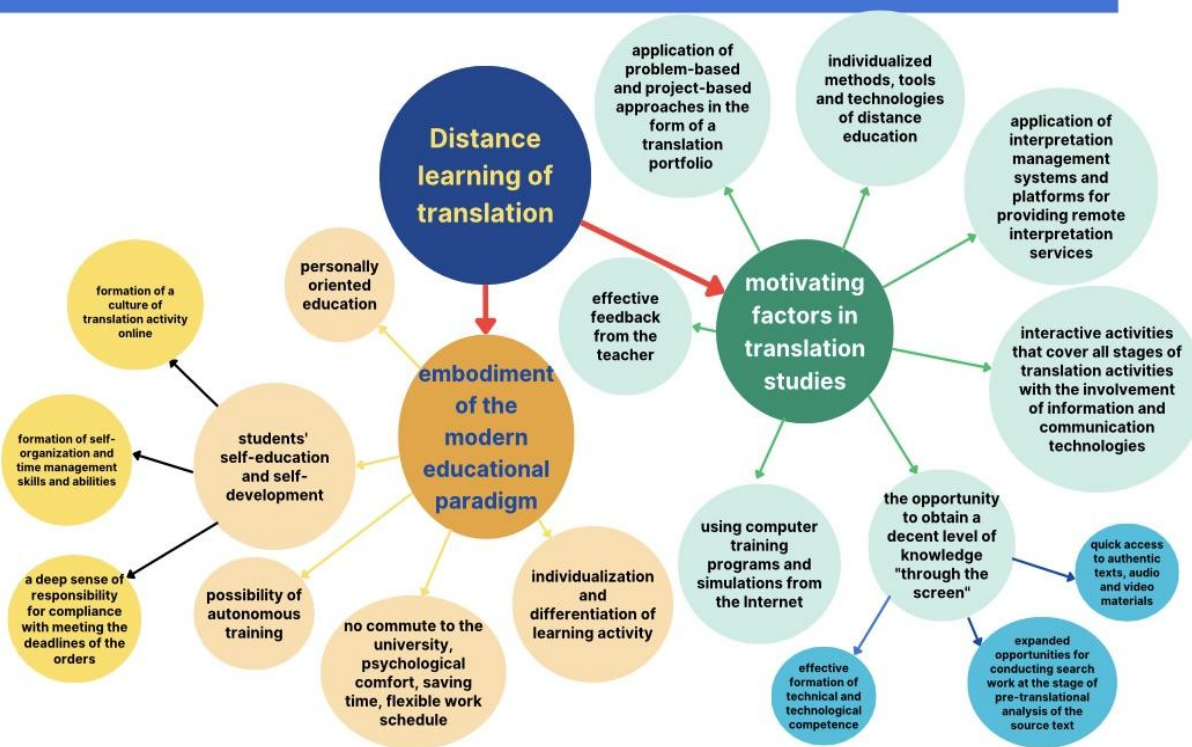


Fig. 1. Advantages of distance learning of translation

in one academic year from 67% (September 2021) to 82% (April 2022), decline in motivation ranged from 68% to 80%, lack of empathy/decrease in social skills was 56%. Unfortunately, similar studies were not conducted in Ukraine, but it can be assumed that in connection with full-scale aggression, the forced displacement of some students, these data would be even more striking.

In this respect, we can observe that over the years of distance learning, graduates of the 035 Philology major have been demonstrating a lower level of translation competence and intensity of analytical and thinking activities, which is, actually, the main objective of this investigation.

Some scholars explain such a phenomenon by the fact that during distance learning, the brain works more passively, and neural configurations are formed much more slowly (Chernovaty & Kovalchuk, 2021, pp. 26-27). The neural configurations appear in the student's mind as a result of a combination of automated and conscious cognitive operations in the course of learning translation and subsequent translation activities. Further on, they are transformed into a more complex d-network, which is the basis of professional translation activity (Englund Dimitrova, 2016; Nord, 2016; Chernovaty, L., & Kovalchuk, N.,

2021). The more complex the d-network, the higher the efficiency of solving translation tasks and the intensity of the students' thinking and analytical activities. In distance learning, the process becomes inversely proportional.

Before we proceed to the practical part of the research, it would be advisable to outline the basic concepts applied in it: what is translation competence and what are its constituents; what affects the quality of communicative and translation competence in general and what are the means of monitoring the level of translation competence proficiency.

When determining the components of translation competence that an interpreter should possess, we use the model of translation level competence proposed by Hansen (2021, p. 6).

It is worth noting that in this study we will focus on the formation of such components of translation competence, which are directly related to the mental cognitive processes and emotional and psychological state of the student, namely attentiveness, overview, ability to abstract, ability to take decisions, ability to use aids and resource persons, revision skills, empathy and loyalty.

Overall, online learning modifies in a certain way the functions of the learning process. For instance,

Finkelstein (2006) lists five functions of synchronous online learning: “instruction, collaboration, support, socialization and informal exchange, and extended outreach”. Krüger (2018, p. 107) believes that digitalization and datafication lead to shifts in the tectonics of translation competence. The scholar views tectonics as the structure of the translator’s cognitive system. For a remote translator, such Hard Skills and Soft Skills as the ability to communicate with the customer, agree on the details of the order, time management, compliance with the order deadlines, the acquired culture of working remotely, editing the translation, performing translation quality assurance, forwarding the translation to the customer are now the prerogative of a successful professional activity and competitiveness in the labour market (Olkhovska, 2020). The translator now faces new tasks, which go beyond the scope of the traditional translation service, therefore, in connection with the growing procedural and technological complexity of the translation process, modern translators must be able to provide their clients with translation services with added value.

It is important to figure out what affects the quality of mastering foreign language communicative competence, as well as translation competence in general. Above all, it is influenced by certain mental processes:

- thinking, in particular, psycholinguistic mechanisms of operating with language material and the generation of speech expression, analysis and synthesis;

- memory – both short-term (simultaneous interpreters) and long-term memory (consecutive interpreters) are important for speech activity in general and for an interpreter, in particular. Among the processes of memory, memorization, retention and forgetting are important in translation;

- attention – qualities of attention such as volume, distribution, concentration, stability and switching are important for interpreters. It is the peculiarities of students’ attention that the teacher should be guided by when determining the complexity and type of tasks, their duration and pace, optimal methods and ways of teaching translation in an online class;

- motivation is the driving force of any human activity, including learning.

How to check the degree of formation of translation competence? One of the means of its monitoring is objective assessments of the results of student learning, which should be carried out simultaneously from the perspective of the teacher and from the position of the student, because under the influence of stress-inducing factors, it very often happens that

negative emotions and excessive excitement prevail over cognitive abilities of the student and prevent him from proving himself (Tarasiuk, 2019, pp. 78-80).

During translation learning, it is important to develop students’ ability to reflect, which is not only a mechanism for regulating the individual’s intentions regarding self-development and a tool with which one can perceive, analyze and draw conclusions, compare one’s “Self” with others and go beyond one’s “Self”, but also a reliable predictor of language competence (Savchenko, Kalmykov & Malimon, 2020, pp. 147-148), which is one of the main components of translation competence.

Aim and hypothesis

Given the above, we may assert that despite its numerous advantages, distance learning has contributed to the decrease in the level of translation competence and the intensity of analytical and thinking activities, in particular for students majoring in 035 Philology. Consequently, at least a return to the pre-pandemic indicators and an increase in the level of translation competence require certain methodological innovations.

Therefore, the **aim** of this study is to determine, on the example of the specialty 035 Philology, the optimal ways to form translation competence during online classes, with due regard to demotivating and stressful factors. In particular, it is essential to elaborate a series of relevant exercises, as well as to test their effectiveness in terms of enhancing students’ involvement, motivation, attention, concentration, and social interaction by conducting a natural psychological experiment.

We assume that the above series of exercises (which contain certain types of assignments aimed at online socialization within improving translation competence) may have a positive impact on both the classroom atmosphere and students’ mood. Due to prolonged isolation, pandemic, and military aggression against Ukraine, students have been experiencing permanent stress. Hopefully, the exercises will help overcome any stressful situations that demotivate students and slow down their participation at the online classes, as well as will improve the efficiency of mastering the basic constituents of translation competence. We also assume that the application of new digital instruments will evoke students’ new experience, as well as activate their interest and motivation, the latter being situationally determined by external factors. This will help to increase the effectiveness of online classes and achieve the necessary academic goals.

Methods

In order to enhance the effectiveness of developing translation competence during online learning in

stressful situations (such as pandemic and war), it is significant to elaborate and, accordingly, use the exercises that would promote students' interaction at the online classes in translation.

In the research, we work on only one element of the class lasting up to 15 minutes, after which we ask the following questions:

1. How has the overall atmosphere in the group changed after the task was completed?
2. Was the students' concentration and reaction speed different before and after the task?
3. Has the students' motivation to participate more actively in the subsequent class increased?
4. The development of which components of translation competence has been promoted by this task?
5. Has the task contributed to the development of students' media competence?

Thus, we have elaborated a series of 8 exercises aimed at the development of students' translation competence during online German as a foreign language classes was developed, the peculiarity of these exercises was also the need for student interaction during the exercises, as a result of which "online socialization" took place, the mood of students improved, thinking and analytical activity and cognitive processes became more active.

The above hypothesis (assumption) has been tested through the experiment that was conducted in March-April 2023 in 4 groups of B1/B2 levels over the period of 8 weeks (16 classes). The experiment was being carried out in two stages – students performed one exercise in each class, and then, after having completed the first cycle of exercises, they repeated it again in order to record the learning progression.

It is important to clarify terminological nuances: during our experiment, by "online classes" we meant classes via video conferences, which take place synchronously, as opposed to "e-learning" classes. Although these activities involve greater interaction, as communication partners can see and hear each other, there is no exchange of emotions and, accordingly, energy. Students are easily distracted, do not follow the course of the class, especially in case of large groups. Therefore, to the traditional competences of the teacher, in the conditions of distance learning, the following qualifications are added, listed by Murphy (2015, p. 50): affective qualities and orientation, pedagogical expertise, subject matter expertise, IT skills, group support and management, knowledge of institutional systems and distance learning.

We will focus on the ability to create a friendly and welcoming atmosphere that would stimulate students' concentration in mastering the components of translation competence, as well as providing

feedback to students in order to increase motivation (language learning motivation (LLM)) and their own self-esteem (students' self-efficacy beliefs (SEB)).

During the experiment, we paid attention to the following points:

1. A clear step-by-step formulation of tasks, it is desirable to duplicate it – in written and oral form.
2. Setting time frames – students were given enough time to perform exercises, on the other hand, in order to make the process dynamic, activate cognitive processes, and maintain students' concentration and tone, time should be limited. It shows how well the teacher is aware of the students' pace of work and their emotional and psychological condition.
3. Announcement of educational goals of a specific task.
4. Task execution.
5. Evaluation of the completed task (Evaluation).
6. Advice formulation (Feedback) – to the group as a whole, or individually, indicating the available progress.

During one of the phases of each of the 16 classes, students were given tasks. The average execution time was from 10 to 15 minutes. The results were recorded using a screenshot, the most important of which are presented in the appendix to the article. After completion, the teacher analyzed the results and gave individual or group feedback based on the achievement of the educational goal.

The next step was the description, generalization and systematization of data and the formulation of conclusions using the inductive method. The study can be classified as a psycholinguistic study of an online translation class with fixed data. After each class, an evaluation form was filled in, in which the teacher recorded his empirical observations and evaluated both the achievement of the educational goal of the class and changes in the emotional and psychological state of students during the performance of tasks. The evaluation was carried out by the method of observation with its subsequent detailed description and quantitative method, the teacher recorded problems and difficulties "beyond the screen" primarily of a technical nature and tried to change his tactics, adapting them for students.

The students' emotional impressions and feelings have been assessed twice – before and after they fulfilled the exercises. The assessment has been carried out through analyzing the questionnaires filled out by the students. The questionnaires were based on the Spielberger State-Trait Anxiety Inventory (STAI) (<https://mozok.ua/depressiya/testy/item/2703-shkala-trivogi-splbergera-STAI>), which is regarded to be a highly informative way of self-assessing the current level of anxiety as a state and as a personality trait.

We also made certain conclusions about the results introspectively, since the level of German C2 proficiency, many years of translation experience, and experience in teaching translation disciplines are obviously optimal for making an objective assessment of students' knowledge and skills, as well as their progress. The use of intuition as a subconscious awareness of the essence of an object is favorably perceived in modern linguistic research (Lepetiukha, 2023, pp. 234-235).

Results

The first substantial result of our research is a list of formulated exercises and tasks, the most effective for training translation skills during online classes in conditions of significant negative external influence.

The experiment made it possible to describe the results of each task observed by the teacher:

Results: Although the task was planned to last 10 minutes, it was not enough, as it took 12 minutes for the whole group to complete the task. The performance style depended on which subgroup the participants fell into, and this applied to the graphic arrangement, prevalence, and complexity of wording. The students felt confused and were looking for support, or an

approximate reference point in completing the task. On average, the definition consisted of 4.5 lexical units, and the maximum number of lexical units for the definition was 9, while the minimum was 1. The students demonstrated the ability to form compound nouns (composites). Based on the results of the task, it can be stated that only 30% completed the task. The main obstacles were: inattentiveness, unfocused reading of the task provided for them, inability to think and act quickly, lack of confidence in one's own abilities (comparing one's result to someone else's).

Results: The average number of compliments and replies in one minute was 6.5. Doing this exercise led to an improvement in the emotional atmosphere, an increase in students' vivacity and concentration.

Results: Performing this exercise improved the atmosphere in the classroom, increased students' liveliness and concentration, improved students' mood, and increased motivation to actively participate in the class. The average number of questions before guessing was 4.

Results: Improvement of the emotional atmosphere in class, increase of liveliness and concentration of students,

Table 1

Exercise	Task:
1. Description of the concept	Follow the link and within 10 minutes provide the most accurate definition for the following terms: <i>Zeitkiller, Termin, Komplimentempfänger</i> .
2. Compliments	Interlocutors should take turns to formulate as many sincere and truthful compliments to each other as possible within one minute. The task of the addressee of the compliment is to respond to it in a different way each time.
3. Guess the present	It is your friend's birthday soon. You want to give them a gift, but they are too shy to say what they want. Try to guess what they want by describing the item in detail. Each student asks one "yes"/"no" question. The fewer questions, the better. The student who plays the role of the friend (whose birthday it is soon) can only answer "yes" or "no".
4. Color-coded answers	Prepare white, black and red objects (for example: pen, pencil case, phone). Listen carefully to the question and respond to it by picking up an object of the appropriate color. The answer "yes" is a white object; "no" – black; "sometimes, rarely" – red. The teacher takes turns asking students to comment on their answer option.
5. Quick translation of word combinations with numerals	The teacher reads out two word combinations with numerals in German, students write their own versions of equivalents in Ukrainian in a line with their name at the beginning (for identification and further evaluation).
6. Alias	Students listen to the teacher who reads the description of the object in German, then they get 5 seconds to write the name of the object in Ukrainian (B1) / German (B2). After solving the last task, one should click on the "submit" button. The answers appear on the screen in the form of a cloud. The more often the answers are repeated, the bolder they are reproduced. The results are discussed in the plenum.
7. Competitive game to find equivalents	This is a task for repeating and consolidating vocabulary for a specific topic. Requires pre-loading a list of words along with their translation to Quizlet, which has both individual and group practice options. During the group performance of the task in the form of a competition, the teams must find the correct equivalent to the expression offered by the program. Since this is a team game, only one team member has a valid equivalent. If a team member makes a mistake, the results of the entire team are void. After the competition, the results are discussed in the plenum.
8. Logical sentence completion	Students are given the beginning of a sentence, which they must complete with real and relevant information. It is important to follow the appropriate speech register. After the end of the exercise, the results are discussed in the plenum.

Table 2

Exercise 1. Description of the concept

Date, media, duration:	29.03.23, www.etherpad.wikimedia.org , 10 minutes.
Objective:	Boosting active participation in the class, direct contact, development of quick linguistic response, practice of paraphrasing, joint writing (interaction), development of media competence.
Task:	Follow the link and within 10 minutes provide the most accurate definition for the following terms: <i>Zeitkiller, Termin, Komplimentempfänger</i> .
Criteria for evaluating the quality of the completed task:	1. Correspondence to the content. 2. Grammatical / syntactic competence. 3. Conciseness / Time management.

Table 3

Exercise 2. Compliments

Date, media, duration:	30.03.23, www.google.meet , 10 minutes.
Objective:	Interaction in class, socialization (demonstration of feelings), spontaneous speech, development of quick linguistic response and concentration, connection to reality, development of strategic thinking.
Task:	Interlocutors should take turns to formulate as many sincere and truthful compliments to each other as possible within one minute. The task of the addressee of the compliment is to respond to it in a different way each time.
Criteria for evaluating the quality of the completed task:	1. Sincerity of expression (expressive communicative function). 2. Appropriateness to the person and the situation. 3. Clarity of thought formulation.

Table 4

Exercise 3. Guess the present

Date, media, duration:	04.04.23, www.google.meet , 10 minutes.
Objective:	Interaction in class, the ability to clearly and succinctly formulate descriptions of objects, listening training, spontaneous speech, the development of a quick linguistic response, concentration.
Task:	It is your friend's birthday soon. You want to give them a gift, but they are too shy to say what they want. Try to guess what they want by describing the item in detail. Each student asks one "yes"/"no" question. The fewer questions, the better. The student who plays the role of the friend (whose birthday it is soon) can only answer "yes" or "no".

Table 5

Exercise 4. Color-coded answers

Date, media, duration:	08.04.2023, www.google.meet , 7 minutes.
Objective:	Increasing concentration and attention, spontaneous speech, listening, improving the emotional atmosphere in class, developing multi-functionality (thinking+motor skills).
Task:	Prepare white, black and red objects (for example: pen, pencil case, phone). Listen carefully to the question and respond to it by picking up an object of the appropriate color. The answer "yes" is a white object; "no" – black; "sometimes, rarely" – red. The teacher takes turns asking students to comment on their answer option. Sample questions: 1. Haben Sie schon Arbeitserfahrung? 2. Mieten Sie eine Wohnung? 3. Wollen Sie auswandern?

Table 6

Exercise 5. Quick translation of word combinations with numerals

Date, media, duration:	11.04.23, www.etherpad.wikimedia.org , 10 minutes.
Objective:	Interaction in class, development of quick linguistic response to find equivalents, development of media competence, training of short-term memory, perception of numbers by ear, development of multifunctionality – listening, translation and note-taking, possibility of self-evaluation. The task is based on pre-taught vocabulary from various fields.
Task:	The teacher reads out two word combinations with numerals in German, students write their own versions of equivalents in Ukrainian in a line with their name at the beginning (for identification and further evaluation).

improvement of students' mood and, accordingly, higher motivation. An opportunity to get to know your classmates better and their preferences. Cognitive reactions were supplemented with motor skills.

Results: Significantly increased liveliness after performing this exercise; some students are noticeably lagging behind the group, which indicates the lack of independence in completing the task and at the same time gives them the opportunity to independently evaluate their progress. The results of the speed and quality of the performance of this exercise do not coincide with the activity during the class in group types of exercises, which indicates the inclination of individual students to written types of work. Several leaders are immediately prominent, but the need to perform the exercise at the same time does not give the opportunity to copy the results of others. Several students noticeably choose extremely accurate equivalents.

Results: Students became more active, focused on listening to tasks. Of the 10 proposed definitions, the results were as follows:

- 40% of concepts were correctly paraphrased by 100% of students;

- other 40% were correctly paraphrased by 75% of students;

- 20% were correctly paraphrased by 30% of students, other students provided synonyms.

The percentage of understanding and accurate paraphrasing depended on the presence of words which shared stem morphemes, the clarity and conciseness of the definition, as well as the uniqueness of the described phenomenon, when there is no ambiguity. This form of work allows you to see all the results of the group at once and to discuss openly and without shame different options for answers. The analysis of the results in the plenum contributes to the development of analytical and speaking competences.

Results: Students became noticeably more active, focused on completing the tasks. The first round of the game required 6 minutes, and the second one – 3 minutes, which indicates an increase in reaction and speed of switching from language to language. The atmosphere in class became more relaxed and laidback, and the mood of the students improved.

Results: Students became noticeably more active, and interaction intensified. The first round of the game required 6 minutes, and the second one –

Table 7

Exercise 6. Alias

Date, media, duration:	13.04.23, www.menti.com , 15 minutes.
Objective:	Boosting active participation in class, direct contact, development of a quick linguistic response to the search for equivalents, development of media competence, global listening, development of analytical speech, listening, compression training. The exercise is based on pre-taught vocabulary from various fields.
Task:	Students listen to the teacher who reads the description of the object in German, then they get 5 seconds to write the name of the object in Ukrainian (B1) / German (B2). After solving the last task, one should click on the "submit" button. The answers appear on the screen in the form of a cloud. The more often the answers are repeated, the bolder they are reproduced. The results are discussed in the plenum. <i>Sample tasks:</i> 1. <i>Es ist eine Unterkunft für Studenten. Sie können hier während des Studiums günstig wohnen, meist zu zweit oder zu dritt in kleinen Zimmern. Das wird von der Universität angeboten (Studentenwohnheim)</i> 2. <i>Es ist ein Kreditinstitut, das Dienstleistungen wie zum Beispiel Zahlungen oder Kredite anbietet (Bank)</i> 3. <i>Die Verbreitung von Informationen in der Öffentlichkeit oder an ausgesuchte Zielgruppen mit dem Zweck, Produkte und Dienstleistungen bekannt zu machen oder das Image von Unternehmen, Produkten und Dienstleistungen zu pflegen (Werbung).</i>

Table 8

Exercise 7. Competitive game to find equivalents

Date, media, duration:	19.04.23, www.quizlet.com , 10 minutes.
Objective:	Boosting active participation in class, repetition of the studied material, interaction with the group, development of the skill of switching from one language to another and quick reaction to find equivalents, development of media competence, teamwork.
Task:	This is a task for repeating and consolidating vocabulary for a specific topic. Requires pre-loading a list of words along with their translation to Quizlet, which has both individual and group practice options. During the group performance of the task in the form of a competition, the teams must find the correct equivalent to the expression offered by the program. Since this is a team game, only one team member has a valid equivalent. If a team member makes a mistake, the results of the entire team are void. After the competition, the results are discussed in the plenum.

Exercise 8. Logical sentence completion

Date, media, duration:	23.04.23, https://etherpad.wikimedia.org/ , 10 minutes.
Objective:	Boosting active participation in class, updating general knowledge, interaction, improving predicting skills, formulating an opinion in writing, quick response, media competence, indicating the need to follow world news.
Task:	Students are given the beginning of a sentence, which they must complete with real and relevant information. It is important to follow the appropriate speech register. After the end of the exercise, the results are discussed in the plenum. <i>Sample tasks:</i> <i>Am Wochenende waren in Frankreich ... / Der deutsche Bundeskanzler meint, ... / Der ukrainische Präsident hat vor ... / Am 26. April ist ...</i>

3 minutes. The atmosphere at the class became more relaxed and laid-back, and the mood of the students improved. Students were able to independently record their knowledge or lack of the knowledge of current events in Ukraine and the world.

This same block of tasks was duplicated during the next 8 classes. The speed of the exercises in the second round increased by an average of 10%, as the students already possessed relevant knowledge about the technical aspects of the exercises, understood the expectations, were positive and demonstrated progress in the formation of individual components of translation competence.

Discussion

The formation of a whole block of exercises for the development of the components of translation competence during online classes, taking into account demotivating and stress-inducing factors and the use of direct and indirect methods of learning and teaching a foreign language and translation, was focused on developing memory strategies (storing material in memory, recalling material from memory), cognitive strategies (the ability to concentrate, plan one’s activities, properly allocate time and objectively evaluate the results of one’s activities), emotional (exercises to reduce anxiety and combat stress factors, forming the ability to disengage oneself, means of encouragement and motivation) and social (ability and desire to cooperate, ask questions, be active) and compensatory strategies (ways for the student to find a way out of the situation when they do not have the necessary means of language to express their thoughts and understand the thoughts of other people).

The following results have been obtained in the course of the experiment, which implied the application of methods of psychological-linguistic research with the involvement of the elements of observation, description, introspective and inductive analyses:

I. In emotional and motivational aspect:

- the atmosphere in the class has improved;
- the interaction between students has increased;

- the students, who usually behave restrainedly during classes, have become more active and have been taking more initiative;
- thanks to the evaluation, students’ own self-esteem and confidence in their own knowledge have increased during their subsequent oral answers.

II. In the field of translation competence:

- students have improved qualities and skills that are integral components of translation competence – overview, ability to abstract, ability to take decisions, ability to use aids and resource persons, revision skills, empathy and loyalty;
 - the concentration and attention have increased;
 - the students have begun to formulate their opinions more precisely and accurately;
 - their memory processes, namely memorization, retention and forgetting have improved;
 - the students have begun to find equivalents in another language faster and easier, and switch from one language to another faster.

III. In the field of media competence

- the students have begun to follow news about events in Ukraine and the world more often;
- the students have mastered or improved the use of such applications as www.etherpad.wikimedia.org, www.menti.com, www.quizlet.com, use of the www.google.meet application.

As a result, the number and quality of tasks aimed at translation in the blocks that followed during the classes after the described tasks increased by 14% (measurements were made for the volume of audio and printed texts of approximately the same complexity).

The fulfilment of interactive and motivating exercises has also influenced the forthcoming changes in students’ psychological state (the spectrum covers a minimum of 5 and a maximum of 17 units out of a possible 40 on the Spielberger scale). In particular, students have noticed certain alterations in the projections of the situational anxiety subscale (I calmed down / relieved tension / got rid of internal constraint / feel free / feel peace of mind / got rid of anxiety / feel inner satisfaction /

feel confident / got rid of anxiety / I feel good) and the personal anxiety subscale (I am in a good mood / I am not irritated / I feel a surge of energy and desire to work / I am focused / I got rid of the blues / I am concentrated and not distracted / I am balanced). On average, students reported the increase of the level of their psychological state in 12 positions.

We suppose that this proves the appropriateness, logic and innovative orientation of the proposed series of exercises. They may be recommended to those teaching courses on translation practice, interpreting (including field-specific) translation and other translation-oriented courses of the specialty 035 Philology at higher education institutions.

In terms of recommendations, it is important that the processes of social-emotional learning take place both implicitly and explicitly in various game situations. Preference should be given to the activity approach. The strategies described in our study can be replaced by others that are suitable for a specific group, but remain quite similar. The tasks must correspond to the level of knowledge, focus on specific educational goals, and must not provide either excessive or insufficient load for the students.

We see the prospects of research in the methodological amplification of the formation and development of translation competence in future

translators in distance learning conditions through the development of a complex series of the relevant exercises.

Conclusions

The study suggests that the decrease in the level of translation competence and the intensity of analytical and thinking activities of University students majoring in 035 Philology (caused by distance learning) can be overcome by optimizing interpreting courses in terms of developing translation competence in a distance mode. The use of the proposed series of exercises in the learning process definitely contributes to the optimal overcoming of demotivating and stressful factors associated with prolonged isolation and pandemic, as well as the tense situation of active hostilities, increasing activity, motivation, attention and concentration, improving social interaction of students online by improving the atmosphere of the classroom and students' mood. The proposed digital tools stimulate students' interest and new experiences, and therefore can be confidently recommended in the educational process of higher education institutions in the specialty 035 Philology.

In this respect, it also seems rather advisable to elaborate a series of exercises on the formation and development of translation competence for prospective translators in terms of distance learning.

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