

**ROLE OF THE ACTIVATIVE ENVIRONMENT IN THE
SUCCESSFUL MASTERING OF THE DISCIPLINE
“TECHNICAL TRANSLATION”**

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The difficulty of teaching foreign languages at a technical university lies in the fact that most students have a rather low level of external motivation, as a rule. They do not show due interest in this discipline, believing that this is a “waste of time”, because they do not see career prospects at the international level. In this situation, we focus on intrinsic motivation, which is based on the development of interest in the disciplines being studied and, as a result, it happens to be an effective incentive for independent work in this direction. The goal of the pedagogical process, at any level and at any stage, is the development of the personal qualities of each student. Having familiarized ourselves with the experience of our French colleagues, we stated that for them, as well as for us, the main thing is our Student as an individual who has his own specifics and his own outlook on life, on the learning process and its results. Thus, in France, a slogan has been put forward *Ajuster la méthode à l'apprenant, et non l'inverse* ‘To adapt the method to the student, and not vice versa’, which can serve as the cornerstone of all our activities.

On the other hand, a full-fledged personality can be formed only under the auspices of another personality, already established, possessing human and professional qualities that inspire confidence in the student and the desire to make himself better in all aspects of life. This is the personality of the Teacher, Mentor. Any teacher, regardless of the size of his experience, has an idea of his profession and has acquired professional habits, his only intangible goal should be to make his course as effective as possible, which implies, in particular, useful, quick, correct and lengthy training. From this point of view, each teacher will be guided by his own methodological approach, which will be based both on the

development of a meaningful attitude towards language teaching, and on his experience, skills and passion [1 – our translation].

Let's consider the application of these principles on the example of teaching translation disciplines, which many students find “boring”. Unfortunately, these classes are held mainly for 2nd-3rd year students who do not yet know the special vocabulary. In addition, a small number of classroom hours are allocated to these disciplines, which does not provide students with a real opportunity to master all the intricacies of the translation process. The most important thing is the development of a sense of responsibility for the results of the translator's work. We begin to acquaint students with the basics of translation studies and comparative typology already in the 1st year on the material of the simplest texts and dialogues from the basic course of English and French. With specific examples, we show them at each lesson that translation is a painstaking creative process, and the translator is obliged to convey all the realities of an authentic text in their native language.

An important role in the successful implementation of our principle *On apprend en s'amusant* ‘We learn while having fun’ is played by a relaxed creative environment based on respect for the opinion of a partner. In order to create an activating environment, the teacher voices the principle that encourages students to be creative – do not be afraid to “say stupid things.” After all, there are such Personalities who, since school times, have been trying to make the others laugh. In such an environment, even the most initially disinterested, lazy and not very competent in a foreign language students begin to actively participate in teamwork, realizing that they are part of the “collective brain” and believe that even their ridiculous stupidity can contribute to making the right collective decision. Interested students do not, as often happens, calculate their proposal for translation and do not wait for “their turn”, but listen to others, think and sometimes give free rein to their imagination, trying to surprise and please the teacher and their team.

References

1. Roux, Pierre-Yves. *L'enseignement du français langue étrangère: entre principes et pragmatisme* [Electronic resource] / Pierre-Yves Roux. – Mode of access: <https://p8.storage.canalblog.com/81/11/1333323/102398159.pdf>. – Date of access: 15.12.2021.