можуть стати основою для якісної, прозорої та динамічної освіти. Для України вивчення цього досвіду є надзвичайно цінним, особливо в контексті цифрової трансформації, яка вже розпочалась, але потребує системного підходу та державної підтримки.

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EMOTIONAL COMPONENTS OF THE IMAGE OF WORLD OF FUTURE TRANSLATORS

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However, once again, returning to the consideration of the issue of *psychological mechanisms of translation activity*, it should be noted that the aspects of speech and thought activity of the translator as a subject who occupies a central position in the verbal mediation process also remain insufficiently studied. So, the understanding of how exactly language reflects the personal and professionally significant experience of people, presented in the content of different ethnic consciousnesses, remains insufficiently comprehensive. In such a way, models of the relationship between meanings and sense in relation to translation activity remain insufficiently substantiated. *The semiotic aspects of translation* require further development. Also, they are largely determined by *the specialist's translation competence*, his/her speech characteristics and abilities, which actualize *the translator's creative abilities*, his/her ability to generate *integrative cognitive structures* in his/her mind.

The source of translation activity is *a communicative-cognitive need* and, accordingly, *a communicative-cognitive motive* (Mykhalchuk & Ivashkevych Er., 2019). This need, finding itself in the subject of translation activity (a text, a video), becomes *the motive of this activity*. The motive largely determines *the dynamics and the character of the translation activity*. Thus, the *awakening-motivational phase* is determining and guiding phase of the translation activity, which determines the structure of the latter. The next, *the second phase* of translation activity is *the analytical-synthetic phase*. This phase involves the selection and appropriate organization of means and ways of carrying out activities. It is at this phase that the selection of means and ways of formulating one's own or someone else's (in the process of oral translation activity) opinion *is implemented in the process of communication*. Analytical-synthetic phase is the phase of *planning, programming* and *presenting internal speech organization of translation activity*.

The third phase of translation activity is *executive one*. If we consider the features of this phase in relation to the translation activity itself, it should be noted that it can be *explicit* and *implicit*. For example, the executive phase of listening is purely implicit. The executive phase of speaking, in turn, is explicitly expressed by the articulatory and motor movements of the subject, who is speaking.

Analyzing speech activity, we'd like to emphasize that each individual act of the translation activity begins with a motive and planning. Also, each act ends with a result, the achievement of a certain goal, and the basis of the structure of the translation activity. In such a way, translation activity is a dynamic system of specific actions and operations, which have the aim to be the result of this achievement. Such a dynamic system of Translation is the basis of the operational and prognostic mechanisms of the activity of the translator; it largely determines the speed and automatism of translation activities in the whole. The psychological content of translation activity includes different conditions of this activity, in which this activity takes a place. In such a way translation activity is determined by such elements, as the subject, means, tools, product, result. The subject of the translational activity determines its nature. It is precisely in it that the need of providing translational activity is realized. For example, in oral translational activity the subject is thought as a form of reflection of the relationships between objects and phenomena of a natural reality. It is in the process of expressing thoughts that the purpose of speech lies, in particular, in the reproduction of thoughts by the translator. The purpose of listening is realized, in turn. At the same time, a foreign language is a means of social communication, a means of expression and understanding, a tool of translational activity. It is a thought as an element of the psychological content of oral translational activity that determines the features and the conditions of its implementation.

Below we list general principles of the development of the components of the image of the world of students who study at the faculties of the Universities to be translators. These principles can be guided by the process of teaching of various subjects at high school, but most successfully they can be implemented at the lessons,

which deal with the development of speech skills in both the native and the foreign languages. Self-esteem of future translators in the process of training is necessary to focus on the abilities of students and their personal potential, without emphasizing their inability to do any actions. The teacher needs to evaluate not only the concrete results, but also to do great efforts to achieve some result. It is important to show the group of students the results of the successful activity of each student and pay special attention to the strengths of students, to praise them more often in different circumstances. It is necessary to create a kind atmosphere in the classroom, where diversity and adoption are valued and respected. The student's desire to perform the tasks of the teacher will increase if he/she sees that the best results are achieved by this student who make great efforts to accomplish one or another task.

So, we'll propose some more important *psychological principles of the development of the emotional components of the image of the world* of future translators.

1. *The principle of actualization of the person's consciousness*. In the learning process it is necessary to make a certain component of self-control, when students are allowed to evaluate their own actions and actions of other students. When learning a foreign language, students need to be given the opportunity to develop and use their own, individual styles and learning strategies. Offering various exercises and tasks, the teacher has to take into account the benefits of students, giving them different types of tasks. In the context of exercises students created a great opportunity to use different aspects of multiple intelligence of each student. For the development of realistic thinking, it is necessary to focus on the student's self-reflection, his/her assessment of his/her positive and negative actions and emotions. The creation of stories is one of the best ways to develop a realistic thinking of children. By learning we'd conduct an internal dialogue with other people, students will be able to concentrate their attention better on the performance of their tasks and activity more efficiently. A constant appeal to self-reflection of a child can contribute to the development of communication

techniques with their "Me" and become an integral part of the mental and behavioral activities of students.

2. ***The principle of managing the person's emotions.*** Teachers need to demonstrate different models of positive behavior, both themselves, and through reaching the way of simulation of various communication situations. It is necessary to give students a great opportunity to speak openly about their feelings and emotional states. At foreign language lessons the teacher has to listen carefully to each student, and to teach other students to listen to each other. It is important for students to talk about their emotions, especially in those cases where teachers need to be involved in the process of solving a particular conflict situation. One of the most important qualities that characterizes the level of the image of world of translator is the presence of a sense of humor. Despite the fact that all students naturally have different abilities to laugh, each student is able to understand different situations from the early birth and loves to laugh at them. By developing a student's sense of humor the teacher contributes to the development of student's ability to communicate with one another and enables to cope them with a great variety of tasks.

3. ***The 3ᵈ principle is "Achievement motivation".*** It is impossible to create motivation for learning a foreign language and present a process of communication without creating an atmosphere of enthusiasm, optimism and faith of students by their abilities and opportunities. It is necessary to raise students' sense of optimism, which is a consequence of realistic thinking. For this teacher it is important to represent a living example of an optimistic mindset for students and colleagues. It is extremely important and necessary to put the students in front of them or help them to set themselves realistic and achievable goals and objectives, to provide problem-solving tasks, and also explicitly simulate the process which is the most necessary to achieve the goals, providing the necessary support to predict a successful outcome. It is necessary to pay attention to the persistence and effort spent by the students on the task, rather than it is the end of the result itself. It is necessary to instill in a student that success is being built

on his/her failures. It is important to teach children to appreciate not only their own but also corporate achievements.

4. ***The principle of actualization of*** *Empathy.* At classes, the teacher has to present positive role models, draw students' attention to the views and positions that occur in fairy-tales, role-plays and a real life, which sometimes are different from the views of the students themselves. In the process of learning students have to learn to pay attention to the emotions they feel themselves and feel other people at different moments of their life and in response to different life situations. It is necessary to teach students to understand what other people feel and how they express these feelings. Students must learn to get to the place of another person and accordingly answer the questions in verbal and nonverbal ways to show the inspiration and empathy. One of the most important elements of empathy is the person's ability to understand and use non-verbal means of expressing different emotions. Students need to be taught to understand different aspects of non-verbal behavior (gestures, body language, facial expressions, etc.). The most important role is played by the voice of a teacher, the speed of his/her speech and intonation. Undoubtedly, these abilities significantly contribute to the formation of foreign language communicative competence, as the student is able to "decode" and use non-verbal means of expression as some important characteristics of representatives of the culture having been studied.

5. ***The principle of developing students'*** *social skills.* The teacher needs, first of all, to pay attention and to support friendly students' groups that were formed in the classroom. Secondly, it is important to provide such tasks that would allow students to learn to work in groups and pairs. Moreover, at the initial stage of studying the language, it is necessary to begin with short and clearly controlled tasks, and then gradually move on to those tasks where all students have more autonomy and responsibility. Finally, it is necessary to give tasks that explicitly enhance the interaction of students, to provide positive circumstances to reach their active listening to each other and the constant change of roles. Children of younger age learn to solve problems, guided by the accumulated personal experience. Therefore it is necessary to

encourage all students to solve problems independently and to face them tasks, not trying to provide them with well-prepared decisions and answers.

At the same time, the teacher is the most important example for students, and he/she will suggest complicated ways to solve some complex tasks that are unclear to each student. It is necessary to form students' ability to see different solutions of the same task. In developing the skills of communication at the lessons of a foreign language, it is important to pay special attention to the development of skills, abilities of pupils, such as sharing personal information with other people, modelling their reactions to hint the words of other people, offering their help and supporting other people, to react positively or negatively, to demonstrate his/her own abilities to listen, to demonstrate their understanding, sympathy, participation, admiration and approval, consent, etc. To form these abilities, it is necessary to teach students to clearly articulate some statements that describe emotions and feelings of students, express their wishes, help them to talk about what the situations are, which of them there are the most important and interesting. Students, in their turn, have to show curiosity, to understand what the partner of communication wants, how he/she will enjoy the process of communication, how to say positively that it seems to be a significant for the partner of communication, how to listen carefully and actively, if to be able to ask questions and to get into the details, to get up at another person, if to smile and nod during the whole conversation, how to express approval and admiration both verbally and nonverbally, how to find various ways to solve a problem, etc.

The formation of the interpersonal relationships of a student greatly affects the presence of his/her friends. In the course of English classes, it is necessary to demonstrate to a student the importance of the role of his/her friends and, the skills and abilities of developing friendly relationships with peers, offering pair-work and group-work in the classroom. It is important to form a student's abilities, his/her desire to work in a group and to feel empathy to the partners of communication, to show himself/herself as some indispensable member of the process of communication, while taking into account the importance of each individual participant and the class team as a

whole. The process of the development of active listening skills of students helps not only to simplify a paradigm of communication, but also to learn a foreign language productively. It is necessary from the very early age to develop students' techniques for resolving conflicts as the ability to negotiate and to mediate in the resolution of disputes, as his/her classmates, and heroes of fairy-tales and participants of role-playing games. It should be noted that not one of the above principles and techniques can be used and often practiced in the process of teaching a foreign language autonomously. However, the maximum possible effectiveness of the learning process can be achieved with use of a holistic approach, with awareness of the mechanisms of their functioning during the assimilation and accounting of their emotional orientation.

The next element of the content of the translation activity is its result. The result of speaking, for example, is the nature of the recipient's understanding of the information having been heard. The result of listening, in turn, is the understanding of the content and meaning of the received information. However, the explication of translation activity in so-called intangible form of the product and the result significantly distinguishes it from any other type of the activity. At the same time, translation activity in its structure and direction generally corresponds to the general definition of the activity. The communicative need, reflected in the motive and communicative intention, determines the purpose of the translation activity. This goal is reflected in the subject, that is, in what it is aimed at, therefore, in the very content of the translator's thought. So, the internal inseparable connection between the structural organization of translation activity and its content is indisputable.

We proposed some more important psychological principles of the development of the emotional components of the image of the world of future translators: 1. The principle of actualization of the person's consciousness. 2. The principle of managing the person's emotions. 3. The 3^{d} principle is "Achievement motivation". 4. The principle of actualization of Empathy. 5. The principle of developing students' social skills. To determine psychological principles of the development of the emotional components of the image of the world of future translators, the unit of the latter is of

great importance. In the process of listening, such a unit is a semantic decision, the unit of speaking is a speech act. We think, that a speech act is the simplest unit of verbal communication, the basic characteristics of which there are communicative content and communicative form. The communicative content of a speech act is considered to be the semantic content of the utterance in psychological literature. As a rule, the lexical-grammatical and intonation design of the translated text material is taken as communicative form.

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DIALOGICAL FORMS OF TESTS AT THE LESSONS OF THE ENGLISH LANGUAGE IN A HIGHER SHOOL

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