

UDC: 378.937

DOI: <https://doi.org/10.24195/2414-4665-2018-4-13>**Nataliia Kolesnichenko,***Doctor of Pedagogy, professor, Department of Germanic Philology,
Odesa I.I. Mechnikov National University,
24/26, Frantsuzkyi boulevard, Odesa, Ukraine*

CONDITIONS OF FUTURE GERMANIC STUDIES SPECIALISTS' PROFESSIONAL IMAGE FORMATION

The article highlights psychological and educational conditions and factors contributing to the professional image formation of future Germanic studies specialists as translators throughout the process of training at the university. The essence and ways of practical implementation of defined psychological and educational conditions are revealed. They help to form a professional image of future Germanic studies specialists as translators. The article also studies interactive teaching methods, research and heuristic tasks promoting qualities of translator's multicultural linguistic identity as a mediator of intercultural communication. The following ways of identifying psycho-pedagogical conditions aiming at qualifying competitive translators among students majoring in Germanic studies have been distinguished: defining social services commissioning as to the levels and quality of future specialists in Germanic studies professional training; revealing the peculiarities of the educational process organization at the university in German languages and translation specialty; specification of the essence and structure of the professional image of future specialists in Germanic studies as translators.

Keywords: *image of a translator, future translators' image-forming training, psychological and educational conditions of professional training of Germanic studies students, professional image formation, future specialists in Germanic studies, multicultural linguistic identity.*

Introduction

The qualifying of a competitive translator today is among the most essential educational issues that require profound study and addressing in the context of diversification of the national higher professional education and its further modernization. It is a topical issue due to the growing need of the society and the translation services market for a translator as a creative person who is truly competent in translation and intercultural communication; who has a high level of linguistic, communicative and socio-cultural competence; who has a creative initiative, and constantly broadens his or her professional outlook and aims to improve his or her professional qualities.

The relevance of this study is also due to the poor theoretical and practical foundations of the system of students' competitiveness formation while getting professional training at a university. European and national markets of intellectual services face crisis, and some scholars point out that the most urgent problem is the improvement of the quality of future specialists' training, thus their professional image formation. The studies of necessary, sufficient and effective psychological and educational conditions that ensure the successful implementation of this goal have become popular recently.

Modern theoretical psychological and educational studies do not clearly define the essence and substantive aspects of a translator's professional image and it complicates the defining of psychological and educational conditions of image formation while studying at the university (Zasekina, 2000; Isachenko, 2006, Silver, 2015). Psychological and educational aspects and forms of learning activity remain unrevealed, thus it affects future work of a professional translator (Besedina, 2009; Latishev, 2001;

Ansari, 2013). So the topical issue is that to define and explain psychological and educational conditions of professional image formation of future specialists in Germanic studies, namely translators. It involves scientifically based analysis of the essence and structure of the phenomenon mentioned, as well as definition of forms and methods of theoretical and practical training of those studying in the specialty "Philology. Germanic languages". This process promotes developing multicultural linguistic identity as professional translators.

Aim and Tasks

The aim of this article is to substantiate conditions of the training of philologists majoring in Germanic languages contributing to the formation of their professional image as future professional interpreters / translators. The implementation of this goal required the accomplishment of the following tasks:

1) clarifying the concept "pedagogical conditions for the image-forming training of specialists in Germanic studies".

2) substantiating psychological and educational conditions for the formation of the professional image of Germanic studies specialists as future interpreters/translators.

3) verification of the distinguished conditions by means of a pedagogical experiment.

Research Methods

The experiment involved 166 students majoring in Germanic studies of Odesa I.I. Mechnikov National University who were randomly divided into four experimental (n=87) and one control group (n=79).

The assessment of the levels of the respondents' professional image maturity was based on expert evaluation.

It was carried out by three experienced teachers of the Department of Translation, who, acting as competent judges, observed each of the three vectors of the students' work – value-motivational, subject-content and operational-technological. The experts evaluated the extent of the respondents' skills in each of the three leading functions of future professional interpreters/translator's professional image: providing psychological comfort and motivation for professional and personal achievements, conceptualizing and visualizing the external and internal image of one's personality, harmonizing the impressions made and their successful adaptation in situations of translation/interpretation activities. The evaluation of integral indicators (the need for physical (appearance) and spiritual (professional-personal) perfection, the ability to design one's own image, ability for effective self-presentation in situations of professional translation/interpretation activity) was carried out by the experts in points according to the following scale: score 3 was given for a very vivid manifestation of the indicator; score 2 – for a convincing display of the indicator; score 1 – for its weak manifestation; score 0 was given if the indicator was not expressed. The distribution of the levels of the professional image maturity of the Germanic-languages philologists as future professional interpreters/translators was carried out within the following limits: from 1.0 to 0.81 points – a high level; from 0.80 to 0.71 points – a sufficient level; from 0.70 to 0.66 points – an average level; from 0.65 to 0.56 points – a low level; from 0.55 to 0.41 points – an initial level; from 0.40 and below points – the immature level.

Theoretical Study Results

To succeed in achieving this goal, first, we have to decide on the understanding of “conditions” and “psychological and educational conditions” concepts. Psychological and educational conditions are considered by scholars in different ways, namely as a result of purposeful choosing, creating and applying elements of contents, methods, techniques, as well as training organizational forms aiming at achieving educational goals (Zasekina, 2000); a set of objective possibilities of contents, forms, methods and environment, aiming at addressing educational process challenges (Verbizhkiy, 2010). We believe that the psychological and pedagogical conditions cannot be reduced only to external circumstances, to the environment, to the totality of objects that have an impact on the educational process, as the teaching and professional training of future specialists in Germanic studies represents the unity of the subjective and objective, the internal and external, essence and phenomenon. Thus, we understand the psychological and educational conditions of the professional training of future specialists in Germanic studies, namely competitive translators, as the totality of interdependent circumstances of the educational environment which are the result of the purposeful choosing, creating and applying of elements of contents, methods, techniques, as well as training organizational forms aiming at achieving educational goals – professional translator image formation. In our opinion, the psychological and educational conditions include those

that are deliberately created in the educational process and should provide the most effective organization of the identified process, taking into account age, gender and personal needs and abilities of students. This is a combination of external circumstances of the educational process and internal personality peculiarities of a future specialist in Germanic studies, and the formation of his or her positive professional image as a translator – mobile and competitive in the field of intercultural communication and intellectual services – depends on them.

We offer the following ways of identifying a set of psychological and educational conditions aiming at qualifying competitive translators among students in Germanic studies: defining social services commissioning as to the levels and quality of professional training of future specialists in Germanic studies; revealing the peculiarities of the educational process organization at the university with a degree in “German languages and translation”; specification of the essence and structure of the professional image of future specialists in Germanic studies as translators. We understand the effectiveness of the image-forming training of future specialists in Germanic studies as a characteristics of the educational process quality, which reflects a proper correlation between its possible performance and graduates' achievements in the formation of the translator's professional image. We suppose that the dynamics of achieving the goal within the presented model of image training of future specialists in Germanic studies as translators is determined by the implementation of the complex psychological and educational conditions associated with it.

Following the views of Ye. Besedina (Besedina, 2009), we believe that the complex of psychological and educational conditions that ensure the effectiveness of the image-forming training of future specialists in Germanic studies involves maintaining the productivity of the learning and cognitive activities organization of the Germanic studies students as future translators while learning the first and other foreign languages and major subjects; strengthening the professional orientation of teaching humanities and socio-economic subjects taking into account the market situation of translation services; optimization of the educational potential of the educational environment on the basis of departments' social partnership organization providing the “German languages” specialty, with the external environment and translation services employers. The mechanism for identifying a complex of psychological and educational conditions included the consideration of the essence and structure of a positive professional image of future specialists in Germanic studies as translators, specific features of its formation and development.

Thus, grounding *the first condition* – maintaining the productivity of the educational activities organization of the Germanic studies students as future translators while learning the first and other foreign languages and major subjects – we proceeded from the considerations and arguments presented below.

In terms of the crisis of European and national intellectual services markets, scholars point out that the most urgent

problem is the quality improvement of future specialists training, which results in the mastering of mobility and competitiveness after graduation. The studies of necessary, sufficient and more effective psychological and educational conditions that ensure the successful implementation of this goal have become rather popular recently. As we turned to discussing the training of future specialists in Germanic studies as translators for the first time, we focused on conceptual ideas of the authors dealing with the issues of forming competitiveness of different specializations staff, as well as the recommendations of the didactics that increase the effectiveness of the translators training.

Receiving new information by future specialists is not the main point in the educational process of any university today, but understanding the principles, concepts, laws and regularities of professional training in market relations. This suggests that the training of future specialists in Germanic studies as translators nowadays becomes more focused on learning a foreign language as a new code, a new way of expressing opinions, a source of information about the national culture (*Killick, 2001*). It is aimed at forming professional readiness for active and creative work at the competitive market of translation services. Professional readiness for work in the field of translation which is the final aim of the purposeful qualification of future translators at the university, is acquired in the course of a rather intensive learning process, which requires a high intellectual activity, as well as using independent search strategies. It becomes possible only by organizing the productive educational process, which implies:

- overcoming contradictions; analysis of similarities and differences, comparisons and contrasts; comparison of the probable and improbable, the acceptable and unacceptable, the real and unreal;

- defining causal relationships at the reproductive and productive levels;

- choice of the problem solution, reality assessment and effectiveness of the chosen solution (*Zasekina, 2000*).

Taking into consideration the principles of organizing joint productive activities while training future specialists in Germanic studies as translators, the following types of work are efficient: using creative tasks at the initial stage of teaching a foreign language; organizing cooperation between teachers and students according to the levels of mastering the foreign language culture and methods for solving productive tasks; self-study tasks. When using the four-phase model of translation (*Latyshev, 2001*) we considered it as an interlingual, intercultural and interpersonal productive activity. We can prove it by the fact that the main product of the translator's work is a text, creating which he or she always has a certain goal, based on the communicative attitudes of participants in intercultural communication. It can include: reporting any facts to the recipient; the desire to induce certain actions or to convince in the probability of the reported; express the sender's attitude to the message or his/her desire to verify the effectiveness of the contact with the recipient. This means that in the process of intercultural communication the translator always solves cer-

tain creative communicative tasks, since translation transformations are necessary while working on the text to achieve equivalence.

The analysis of theoretical and experimental studies dealing with the communicative tasks solving in the process of learning a foreign language, proves the effectiveness of the participants' joint activity in the educational process as compared to its individual type. Thus, the need to introduce productive creative tasks at the initial stage of the future translator's professional training is due to the fact that the basis of his/her work is the interpretation of foreign language information. This interpretation is not a simple linear process of choosing a ready-made answer from a number of given ones, but the activity of a special kind – heuristic, search-creative, requiring a vision, understanding and developing a method for solving a problem independently. Therefore, training in the interpretation of foreign-language information should be carried out by solving the most problematic tasks in the form of socio-cultural search and cognitive projects; communicative-cognitive and communicative tasks; interdisciplinary, communicative games.

Solving search and creative tasks requires the implementation of certain methods in which students as future translators could express their independence and activity, develop their creative potential. The method of projects, methods of role-playing and business games are considered to be the most effective ones.

A role-playing game is regarded in educational studies (*Isachenko, 2006*) as a method in which a student should freely improvise within the given situation, acting as one of its participants. The use of the role implies observance of certain norms and rules, therefore, in the process of role-playing, their awareness is realized, the level of general culture of behavior increases, students master business etiquette. A specific role allows a variety of ways to use it, it enables students to discover their individuality and creative abilities. The organization of the educational process participants' cooperation on the basis of intensive independent cognitive activity promotes the improvement of their theoretical and practical training, creating the necessary opportunity for forming the qualities of a competitive personality. Thus, to train competitive professionals we have to provide productive joint educational and cognitive work of future specialists in the process of teaching foreign languages and major subjects to them.

It is known that the translator's work requires erudition, open-mindedness, as well as the ability for constant knowledge enrichment, new information perception, various information sources application. Therefore, education and self-education through the acquisition of knowledge, the conceptual framework and the specific terminology of the humanities and socio-economic subjects are one of the main methods of renewing the intellectual potential of a future translator as a competitive specialist, especially in the field of intercultural and profession-related communication.

Hence, the second educational condition that determines the effectiveness of the professional training of fu-

ture translators as competitive specialists is the strengthening of the career orientation of teaching humanities and socio-economic subjects taking into account the situation of translation services market. The means of a contextual approach to organizing the teaching of subjects, namely business role-playing games and projects promote it.

Thus, the integrated development of the general professional competence and mobility of a future translator, which ensures the successful implementation of the functions of interlingual, intercultural and business communication, is most effectively carried out in business role-playing games (*Verbizhkiy, 2010*). The educational business role-playing game is a practical that simulates various aspects of future translators' work and provides the integrated use of knowledge, skills, personal qualities that make up their translation, linguistic and communicative competence, as well as the key competencies – personal, social, and instrumental. Since the common game elements (roles; situations in which the parts are acted; various gaming objects) make up the basis of teaching business role-playing game so the use of role-playing and imitation games at the initial stage of training future translators prepares them for participation in a business role-playing game. Business role-playing games use contributes to the formation of professionally important qualities of a future translator, providing the conditions for manifestation of his/her career motivation and mobility, as well as independence, flexibility, and creativity.

Project-based method is a set of educational and cognitive techniques that make it possible to solve a particular problem in the process of self-study resulting in a presentation. It involves solving a problem, which, on the one hand, includes the use of various methods and means of learning, and on the other hand – integration of knowledge, skills in various fields of science, technology, creativity. The results of the projects should be “notable”: the theoretical problem has to have its solution and practical – a specific result, ready for “implementation” (*Verbizhkiy, 2010*). Different types of projects (informational, practical-oriented, research, gaming, creative) should be used while forming career and subject competence of future translators.

The third necessary psychological and educational condition that provides image-forming training of future specialists in Germanic studies as translators is the optimization of the educational potential of the educational environment by organizing the departments' social partnership providing “Germanic languages” specialty, with the external environment, namely the employers of the translation services. We have to note that nowadays the issues of social partnership attract more and more attention of both researchers studying the ways of improving the quality of training future professionals in new – market socio-economic and socio-cultural society, and statesmen. Therefore, both international documents and state acts, government regulations of the Ministries of Education of different countries stress the necessity of developing social partnership in the field of educational services of a university.

Social partnership in the field of higher education is not a new phenomenon in the world practice, it has a certain history of its formation and development. It originated because of the difficulties of staff training, due to the growing demands of entrepreneurs. Close interaction between educational institutions and their social partners, namely employers, is crucial. The organization of social partnership in Germany, for example, is the most interesting among the foreign practice. Social partners, namely the state and the industry are responsible for the professional training quality in this country. They have set various tasks aiming at providing young people with full professional education and meeting the requirements of the labor market. These two main partners providing the professional training of future staff in Germany have determined the formation and development of a national education system that is known worldwide as a dual system.

So, the main task of improving the higher education is strengthening contacts between educational institutions and their social partners – employers. The development of social partnership can affect the formation of a new organizational-educational system at an educational institution. In the course of social dialogue between the partners a special motivational environment is formed in which the participants of the educational process aim to train real professionals and provide full realization of their physical, creative, intellectual skills and abilities at work. It should be mentioned that foreign and Ukrainian scholars single out three main types of professional training system – only school, only professional, and mixed, in which the educational institution and the enterprise jointly qualify future specialists. The following criteria determine the efficiency of the training form: the orientation degree of the younger generation to promising jobs and economy requirements; the ability to overcome difficulties and readiness to study throughout life; formation of the basis and readiness to change tasks and fields of work; the availability of professional education. On-the-job training performs an integration function in the education system, and students' development. The latter covers both checking students' knowledge according to all subjects, the ability to apply knowledge at work, the formation and consolidation of socially necessary and professionally significant qualities, and mastering the basis of professional skills.

We understand social partnership as a mutually beneficial cooperation between the institute in the name of the head of the theory and methodology of translation department and employers who run translation agencies, firms, bureaus or other institutions and enterprises interested in the training of highly skilled translators. We have chosen such social partners as city employment service, translation and travel agencies, organizations and institutions.

When organizing the process of training specialists in Germanic studies as competitive translators, we drew attention to the correlation between the quality of their professional and image-forming training and the educational activities of the traditional university and the Faculty of Romance and Germanic philology, the starting point of which is the training targets, aimed at forming multicultural linguistic identity of the translator. The aims of the

educational system are represented in the form of qualities that students must acquire. These qualities only point out the objectives and directions of education. If the quality of the professional training of specialists in Germanic studies is the basis of educational activity at the university, and the quality indicator is the level of future translators' professional image maturity, the acquisition of a multicultural linguistic identity qualities and competitiveness should be the basis of the philological education in the developing multilingual communicative society and European educational integration.

Empirical Study Results

The pedagogical experiment provided practical implementation of various combinations of the defined psychological and educational conditions with the aim of forming the professional image of the Germanic-languages philologists as future interpreters/translators. As it can be seen from Table 1, the model of image-based training grounded on the implementation of the three pedagogical conditions (Condition 1, Condition 2, and Condition 3), that was implemented in the fourth experimental group (EG4), made it possible to achieve good results.

Table 1.

The Results of the Respondents' Professional Image Formation

| Model of image-forming training | Levels of the respondents' professional image maturity (in %) | | | | | |
|---------------------------------|---|------------|---------|-----|---------|---------------|
| | High | Sufficient | Average | Low | Initial | Forming stage |
| C1 C2 | - | 24% | 28% | 30% | 18% | - |
| C2 C3 | - | 21% | 35% | 33% | 11% | - |
| C1C3 | - | 20% | 27% | 34% | 19% | - |
| C1C2C3 | 37% | 41% | 13% | 9% | - | - |
| TT (Traditional training) | - | - | 19% | 33% | 27% | 21% |

The maturity of the professional image in the fourth experimental group was at a high level in 37% of the respondents, in 41% - at a sufficient level, in 13% - at the average level, and in 9% - at a low level. The models of image-forming training implemented in the first (C1 C2), the second (C2 C3) and the third (C1C3) experimental groups, where two pedagogical conditions were realized, contributed to the formation of the respondents' professional image (20-24% have reached a sufficient level, 27-35% -medium and 30-34% - low). At the same time, in each of these three experimental groups there were 11-19% of the students with the initial level of the professional image maturity. In contrast to four experimental groups, less significant results were achieved in the control group where training of the Germanic-languages philologists was based on the traditional teaching technology (TT): 19% had an average level, 33% - low, and 27% - initial. 21% of the respondents have had no changes throughout the period of the professional training, thus their professional image maturity remained completely immature.

Conclusions

REFERENCES

1. Besedina, Ye.V. (2009). Modernizatsiia profesiynoi pidgotovki maibutnih perekladachiv: teoretiko-metodologichnyi aspekt [Future translators' professional training modernization: theoretical and methodological aspect]. *Naukoviy visnik Kirovogradskogo DPU: zhb. nauk. pr. – Scientific bulletin of Kirovohrad state pedagogical university*, 2, 23-28. Kirovograd. [in Ukrainian].
2. Verbizhkiy, A.A. (2010). *Aktivnoe obuchenie v visshykh shkole: kontekstniy podhod [Active teaching at a university: context-based approach]*. Moscow: Logos [in Russian].

The professional training of specialists in Germanic studies today cannot be limited only to foreign languages mastering, since the modernization of the national higher education involves the formation of special qualities of multicultural linguistic identity – competitive translators and mediators of cultures in the field of intercultural communication. The state, the European community as well as employers who create new jobs in the local, regional, European and world markets of translation and intercultural services raise requirements for potential specialists in Germanic studies in the new socio-cultural conditions.

The research assumes that the image-forming training of future specialists in Germanic studies will be successful if a complex of psychological and educational conditions will be implemented, which is aimed at: ensuring the priority of students' productive educational activities when studying a foreign language and major subjects; strengthening the professional orientation of teaching humanities and socio-economic subjects taking into account the market situation of intercultural services; optimization of the educational potential of the educational environment on the basis of social partnership organization.

3. Zasekina, L.V. (2000). Osoblivosti formuvannya profesiyno-tvorchogo mislennya maibutniogo fahivzhia inozemnoi movi [Peculiarities of future foreign language specialist's professional and creative thinking formation]. *Candidate's thesis*. Kyiv [in Ukrainian].
4. Isachenko, V.V. (2006). Formuvannya profesiyno-pedagogichnogo imidzhu u maibutnih vkladachiv vushchoi shkoli [Future university teachers' professional pedagogical image formation]. *Candidate's thesis*. Odesa. [in Ukrainian].
5. Latishev, L.K. (2001). *Struktura i sodержanie podgotovki perevodchikov v yazukovom vuze [Structure*

and content of translators training in a language university]. Moscow: NVI-Tezaurus [in Russian].

6. Ansari, U. (2013). Image of an effective teacher in 21st century classroom. *Journal of educational and instructional studies in the world* November 2013, 3. Retrieved from: www.wjeis.org/FileUpload/ds217232/File/08.ansari.pdf.

ЛІТЕРАТУРА

1. Беседіна Є.В. Модернізація професійної підготовки майбутніх перекладачів: теоретико-методологічний аспект / Є.В.Беседіна // Науковий вісник КДПУ: зб. наук. пр. – Кіровоград, 2009. – №2. – С.23–28.

2. Вербицкий А.А. Активное обучение в высшей школе: контекстный подход / А.А. Вербицкий. – М.: Логос, 2010. – 336 с.

3. Засекіна Л.В. Особливості формування професійно-творчого мислення майбутнього фахівця іноземної мови : дис. ... канд. психол. наук: 19.00.07 / Лариса Володимирівна Засекіна. – К., 2000. – 195 с.

4. Ісаченко В. В. Формування професійно-педагогічного іміджу у майбутніх викладачів вищої школи : дис. ... канд. пед. наук: 13.00.04 / Вікторія Володимирівна Ісаченко. – Одеса, 2006. – 187 с.

5. Латышев Л. К. Структура и содержание подготовки переводчиков в языковом вузе / Л.К. Латышев, В.И. Провоторов. – М.: НВИ-Тезаурис, 2001. – 136 с.

7. Killick, D. (2001). Cross-Cultural Capability and Communicative Language Teaching: Why the Paradigm Needs to Shift. *IATEFL Brighton Conference Selections*. Published by IATEFL.

8. Silver, F. (2015). What Are the Benefits of Communication Skills to Teachers? *Houston Chronicle*. Retrieved from: <http://work.chron.com/benefits-communication-skills-teachers-4493.html>.

6. Ansari U. Image of an effective teacher in 21st century classroom [Електронний ресурс] / Urusa Ansari // *Journal of educational and instructional studies in the world* november 2013, volume: 3 issue. – 2013. – Режим доступу:

www.wjeis.org/FileUpload/ds217232/File/08.ansari.pdf

7. Killick D. Cross-Cultural Capability and Communicative Language Teaching: Why the Paradigm Needs to Shift // *IATEFL Brighton Conference Selections*. Published by IATEFL, 2001. – 349 p.

8. Silver F. What Are the Benefits of Communication Skills to Teachers? [Електронний ресурс] / Freddie Silver // *Houston Chronicle*. – 2015. – Режим доступу : <http://work.chron.com/benefits-communication-skills-teachers-4493.html>.

Наталія Колесниченко,

*доктор педагогічних наук., професор кафедри німецької філології,
Одеський національний університет ім. І.І. Мечникова,
Французький бульвар, 24/26, м. Одеса, Україна*

ПСИХОЛОГО-ПЕДАГОГІЧНІ ЗАСАДИ ФОРМУВАННЯ ПРОФЕСІЙНОГО ІМІДЖУ МАЙБУТНЬОГО ФАХІВЦЯ-ГЕРМАНІСТА ЯК ПОЛІКУЛЬТУРНОЇ МОВНОЇ ОСОБИСТОСТІ

Мета статті полягає в обґрунтуванні педагогічних умов іміджологічної підготовки філологів-германістів, спрямованої на формування їхнього професійного іміджу як майбутніх перекладачів-професіоналів. У статті обґрунтовано психолого-педагогічні умови й чинники, які зумовлюють формування професійного іміджу майбутніх фахівців з германських мов як перекладачів упродовж їхньої фахової підготовки у вищому навчальному закладі. Особливої уваги приділено висвітленню сутності, а також способів практичної реалізації визначених психолого-педагогічних умов, які зумовлюють ефективність формування професійного іміджу майбутніх фахівців з германських мов як перекладачів. Конкретизовано прийоми застосування інтерактивних методів навчання, дослідницько-пошукових та евристичних завдань, які сприяють набуттю ними ознак полікультурної мовної особистості, здатної до виконання функцій медіатора міжкультурної комунікації. Проведений експеримент підтвердив гіпотезу дослідження про те, що іміджологічна підготовка майбутніх фахівців з німецької філології буде здійснюватися успішно, якщо вдасться реалізувати комплекс психолого-педагогічних умов, спрямованих на: забезпечення пріоритету продуктивної учбово-пізнавальної діяльності студентів при вивченні іноземної мови й спеціальних дисциплін; посилення професійної спрямованості викладання гуманітарних і соціально-економічних дисциплін у контексті врахування кон'юнктури ринку міжкультурних послуг; оптимізацію виховного потенціалу освітнього середовища на основі організації соціального партнерства.

Ключові слова: імідж перекладача, іміджологічна підготовка майбутніх перекладачів, психолого-педагогічні умови професійної підготовки студентів-германістів, формування професійного іміджу, майбутні фахівці з германських мов, полікультурна мовна особистість перекладача.

Подано до редакції 16.03.2018