

<https://doi.org/10.34142/2709-7986.2021.26.1.10>

IMPACT OF THE AUDIO-VISUAL LEARNING METHOD ON THE DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATION COMPETENCE OF FUTURE INTERPRETERS AND TRANSLATOR

Received: 20/12/2020

Accepted: 30/03/2021

Tetiana SOBOL



PhD, Associate Professor, Department of Foreign Philology and Translation, Interregional Academy of Personnel Management, Frometivska Str., 2, Kiev, Ukraine.

✉ E-mail: Tsobol@ukr.net

ORCID <https://orcid.org/0000-0002-3691-4192>

ABSTRACT

This article **purpose** is to concern the importance of applying a communicative approach to learning a foreign language by future interpreters and translators. The communicative approach creates situations that are as close as possible to the peculiarities of the real process of communication.

Therefore, the object of this study can be considered the didactic process of communicative competence formation of future interpreters and translators. This approach is aimed at paying more attention to the functions of language, lexical and grammatical units, which contributes to the development of communicatively oriented mastery of educational material by future interpreters and translators. The author has established the fact that thanks to a communicative approach, future interpreters and translators will be able to master foreign language communicative competence, which is necessary for orientation in the cultural aspect of a foreign language.

There was used the **methodology** of interdisciplinary research such as analysis of scientific sources and educational materials. It confirmed that a foreign language communicative competence includes a system of knowledge and skills necessary for the effective use for a foreign language in professional and intercultural spheres. It is especially important for interpreters and translators, who must always know the language situation and know the cultural specifics of a foreign nation.

Therefore, the **result** of this study can be considered as the following. The most effective way to achieve this goal is audiovisual reproduction of the linguistic and cultural situation, because standards of foreign language samples can come to our

mind and can stay in long-term memory only with audio and visual perception. In addition, image and visual support is important not only for the semantic understanding of individual words or expressions, but also for the correct transmission of all content.

Conclusion: *the audiovisual method of learning a foreign language is one of the most effective for the foreign language communicative competence formation for future interpreters and translators.*

KEY WORDS: *audiovisual method, foreign language communicative competence, interpreters and translators, higher education, professional skills, communicative approach.*

INTRODUCTION

Improvement and optimization of the learning process is impossible without choosing the most appropriate methods and forms of learning. The new content of education has accelerated the introduction of active methods and technical means of education into the learning process, which contribute to a better transfer of knowledge, accelerate the learning process and increase its effectiveness, allowing more active use of the educational potential of students. Teaching a foreign language implies mastering the methods of speech activity.

Therefore, it is necessary to speak about communicative competence as one of the main objectives of foreign language teaching, and the process of forming communicative skills is possible with a combination of traditional and innovative methods, but with a strong emphasis on the intensification of the learning process and independent work of students.

Learning a foreign language is especially important for future interpreters and translators. Their main purpose is not only to learn new material, but also to be able to use it effectively in oral and written speech. This aim requires qualitatively new approaches to the content and organizational and methodological aspects of linguodidactic activity.

At the same time, there is no doubt that the principle of communicativeness should remain the main methodological principle of foreign language teaching. The

communicative approach in foreign language training of future interpreters and translators consists in creation of situations which are as close as possible to features of real communication process.

This article **purpose** is to concern the importance of applying a communicative approach to learning a foreign language by future interpreters and translators. Therefore, the object of this study can be considered the didactic process of communicative competence formation of future interpreters and translators.

It is important to take into account the specifics of foreign language learning, to focus on the implementation tasks for graduates' future professional activity. To study a foreign language for future interpreters and translators it is necessary to mind the professional-oriented approach. It provides students' ability to communicate in a foreign language, taking into account the specifics of professional thinking.

THEORETICAL FRAMEWORK

The communicative method, competency-based approach, different competencies are studied nowadays (Kostikova et al., 2019; Holubnycha et al., 2019) in learning English. The theoretical basis shows the problems of theory and practice application of audiovisual means in training, the issue was considered by such scientists as I. Dryga, L. Zaznobina, I. Koshman, M. Lyakhovitsky, L. Pressman, etc.

Analyzing a number of scientific works on the classification of audiovisual media, we can underline a meaningful classification by M. Lyakhovitsky, who divides audiovisual means into: visual media, such as drawings, tables, diagrams, banners, slides; audio means such as recording, magnetic recording, radio broadcasts; combination of audiovisual means such as films, TV films and slides with sound.

METHODOLOGY

By using the methodology of interdisciplinary research such as analysis of scientific sources and educational materials, and professionally oriented learning we understand the organization of learning material that provides professional interest, lasting interest of each student in learning a foreign language, formation of skills and abilities necessary for professional self-improvement, promotes the development of such components of professional culture as knowledge, skills, experience, creativity, motives.

This training involves a combination of professionally-oriented mastery of a foreign language with the development of professionally significant personal qualities of students, mastering the cultural aspect of the language being studied, and the formation of special skills based on professional and linguistic knowledge (Bila, 2012).

RESULTS

The significance of the State Standard on Foreign Languages is not in proclaiming the interactive intentions, but, first of all, in the practical readiness to base organization of foreign language learning on the students' needs, motivations, opportunities. The main attention was paid to practical skills that are needed for students and they must have them for free communication. The training is based on the formation of communicative competence.

This approach is aimed at paying more attention to the functions of linguistic, lexical and grammatical units, which contributes to the development of communicatively oriented mastery of educational material by students. The focus of the communicative approach is the activities of the student. The teacher involves students in creative collaboration in the classroom through exploratory, creative, student-centered tasks, project activities. The best method of forming communicative competence is using audio-visual activities.

The formation of linguistic and cultural competence of students during the acquisition of a foreign language allows to develop an enriched, more complex personality and strengthens the desire for further language learning and greater openness to new cultural experiences.... (Strelchenko, & Strelchenko, 2012). These skills can only be acquired by future interpreters and translators through the acquisition of foreign language communication competence.

The term "foreign language communicative competence" was introduced by D. Heism. The researcher defines it as knowledge that provides an individual with the ability to perform functionally directed verbal communication to succeed in communication in a foreign-language culture (Hymes, 1971, p. 11).

Therefore, the development of foreign language communicative competence for future interpreters and translators should be targeted not only to have the skills of practical usage of a foreign language in the professional field, but also the skills of intercultural communication. So, we can determine that foreign language communicative competence is a system of knowledge, skills and abilities necessary for the effective implementation of foreign language communication in professional and intercultural spheres.

Foreign language communicative competence contains the following components: gnostic (system of knowledge about the content, features and styles of foreign language communication, including professional); communicative (expressive and perceptual-reflexive skills; speech culture); emotional (positive attitude to communication; developed empathy and reflection); high level of identification with appropriate professional and social roles).

The development of foreign language communication competence in the training of future interpreters and translators leads to the following principles: integration and complexity in the educational process; humanization in the educational process (revealing the potential of a student during his/her professional training); professionally oriented communicative orientation in the process of teaching a foreign language.

There are methods of teaching (communicative, audiolinguistic, audiovisual) and forms (business game, modeling of situations, conversation, round table, discussion, debate), different principles of activating cognitive activity, increasing motivation, interactivity, authenticity in the process of teaching a foreign language.

There are three aspects they can be realized in: the choice of authentic materials, methods, communication, environment, intensive use of students' background knowledge; the unity of theoretical and practical training; ensuring creative activity and students' independence in the educational process (Zimnjaja, 2001, p. 53).

An audiovisual approach to foreign language learning will help to master and improve these skills. That is why it is necessary to highlight the importance of the audiovisual method in the acquisition of foreign language communicative competence by future interpreters and translators. The audio-visual method retains all the basic principles of direct methods, while building on the global listening comprehension of

language material and the creation of direct associations between sound and meaning, with the total elimination of the native language from the learning process.

The main methods of learning are imitation, memorization and formation of phrases by analogy. The audiovisual method involves language environment artificially created at a lesson with technical means. The students' native language is not used in this process.

The practical implementation of this method is audiovisual teaching means, it is a special group of technical teaching means that are most common in the educational process, including on-screen and audio means designed to present visual and auditory information.

The analysis of scientific and pedagogical work by A. Gurzhiy helped to distinguish the purpose of audiovisual teaching means (Gurzhiy, 2003, p. 26). These are: educational, specially designed for language classes and contain methodically processed educational material (visual books); educational, created for classes in other disciplines, but to be involved as language teaching materials (visual means); natural means of mass communication, which are included in the educational process.

Audiovisual means help to understand the relationship between image, concept and word, to reproduce a word or speech pattern by a visual clue, to imagine a communication situation and to express oneself in accordance with it. The audiovisual teaching means provide figurative perception of the researched material and its visual concretization in the most accessible form for perception and memorization. They most effectively reproduce communication situations and the surrounding reality by reflecting life phenomena by artistic means (videos, movies, art reading, painting, music, etc.).

One of the most effective audiovisual means is multimedia presentations. The basis of any presentation is to facilitate the process

of perception and memorization through vivid images. The presentation can show the most important points of the topic, selection of tables, tasks, illustrations.

The use of presentations allows you to achieve the optimal pace of work of students, increase the level of visibility during learning, learn more material, increase cognitive interest, achieve the effect of quick feedback. Presentations provide an opportunity to use various audiovisual means to enrich and motivate learning, visual and dynamic presentation of material.

However, in order to achieve high results, certain rules must be followed (Paliyenko, 2014): 1. No more than one idea, image, act in one sentence. 2. The maximum number of words from 14 to 18. 3. A small number of adjectives and adverbial inflections, repeated sentences 10 words long. The optimal rhythm of sentences: long, short, very short, a little longer. 4. It *d* sounds no longer than 4-8 seconds.

Cleverly selected and developed audiovisual teaching means are effective means of stimulating students' speech and mental activity.

The basic principles can be expressed as follows:

- Spoken language is usually carried out in dialogues.
- Oral speech, oral form of communication, and its graphical presentation are used.

Understanding is carried out only by ears. A certain resemblance to the ideas can be represented in the audio-linguistic method. Great importance is paid to the sound image in its harmony (sounds, intonation, emphasis, rhythm). Comprehension is carried out by means of object images, actions and context. Their systematic use, along with the traditional means, allows such didactic tasks to be effectively solved:

- ensure scholarly learning;

- to develop learners' cognitive interests and abilities;
- provide students with a stronger and deeper knowledge;
- accelerate the learning and memorization of learning material;
- enhance students' independent work;
- enhance visibility.

The goal of the method is to achieve the same level of language acquisition as native speakers and that is necessary for a professional translator. So, we can see that only with audio-visual teaching means for future interpreters and translators can most effectively acquire basic knowledge of a foreign language, develop auditory skills and abilities, as well as improve the psychophysiological mechanisms of listening.

The most successful implementation of the audiovisual method, the purpose of which is to bring the student to the largest possible number of elements of spontaneous speech, is based on the phased nature of the educational process. According to I. Zimnjaja, the achievement of an effective result is facilitated by the gradual implementation of tasks on three levels: text (before listening), text (during listening) and after text (after listening) (Zimnjaja, 2001, p. 56).

Each of the three stages has its own characteristics.

The pre-listening stage shows the motivational and purpose aspect of the activity. Some tasks are set that must be solved in the process of listening to a message. The task, which is offered to listen to the audio text, promotes the development of attention, memorization in the process of listening.

If the task contains an indication of the purpose for which the audition is performed, it helps to draw students' attention to the preparation for another activity, creates a certain attitude, stimulates post-voluntary attention. This

type of attention, according to I. Zimnjaja, does not cause fatigue, provides optimal conditions for language perception.

The listening setup should be focused on the content of the message rather than its language form. Therefore, the task of this stage is to create a situation of lack of information. A situation of need to obtain certain information for a specific purpose to form an attitude to listening (Rost, 2011, p. 113). The presence of the installation stimulates the activation of mental processes, pays attention to certain objects, and thus ensures the selectivity of perception.

The stage during the listening should be a logical continuation of the previous one and provide attentive and conscious listening, based on analytical and synthetic processing of incoming information. The task of this stage is the gradual development of listening skills and abilities that provide semantic perception of language. At this stage, the ability to overcome various difficulties of listening and achieve maximum understanding is also formed.

Stage after listening. The student's actions following listening to the message are considered as a way of understanding, as a natural communicative reaction that is important both for a speaker and listeners. Actions can be in the nature of message transmission, content analysis, evaluation, addition, and so on. Although each of the three stages has its own task, the effectiveness depends on agreed tasks (Livkutna, 2018, p.341).

It is important to teach listening because the following reasons:

- samples of a foreign language come by ear, which, being standards, are laid in long-term memory, where they are stored;
- heard-speech-motor images are included in all types of speech activity and, accordingly, it is impossible to teach

other types of speech activity without the development of an auditory analyzer;

- the listener (student) develops auditory control, which is included in all types of language activities, when a person speaks, writes or reads, he controls himself through hearing;
- develops auditory memory, without which you cannot master a foreign language.

Thus, we can conclude that in a foreign language lesson it is almost impossible to form only one language skill. When you work with audiotext, lexical, grammatical and phonetic skills are practiced at the same time. Video and audio texts provide information for discussion, which involves the further development of speaking and writing skills. In this case, listening is a means of learning. Listening provides students with new language and speech material, acts as a means of developing skills in all other types of speech activity, helps maintain the achieved level of language proficiency. We cannot draw a clear line between listening as a goal and a means of learning, as in real practice two functions are closely intertwined (Bila, 2012).

Didactic features of audiovisual teaching means: high information saturation; rationalization of educational information; showing the language situation in development, dynamics; real reflection of reality.

DISCUSSION

The discussion about the problem is the presentation of the real situation regarding the application of the audiovisual method does not always fully reflect all the possibilities of such a method in foreign language teaching, and especially for foreign language communicative competence formation for future interpreters and translators.

We agree with other scientists (Alonso-Perez, & Sanchez Requena, 2018; Lertola,

2019; Pym, Malmkjaer, & Plana, 2013) that it is necessary to implement widely the audiovisual method for foreign language communicative competence formation for future interpreters and translators.

CONCLUSIONS

The priority of introduction of innovations has first of all to concern development and formation of the student not only as the expert, but also as the harmonious, active, purposeful person.

Therefore, the transition from the monotonous, typical of the present higher school to the implementation of the principles of a communicative approach, and, accordingly, to the diversity of activities during classes can be a step towards achieving the ideal to which the system of modern personal-oriented education aspires.

The proposed audio-visual approach orients the native teachers of the university to pay attention to the individual abilities of students and their development. People will always be different in their mental abilities, but each of us has a certain untapped potential, and if you use it, you can significantly improve your intellectual level.

Individualization of professionally oriented teaching of foreign languages is called, first of all, to develop interest in a foreign language of a professional direction, possible personally favorable perception of

the educational material by students, to differentiate the ways and pace of learning to ensure the depth of learning material.

Also, the development of foreign-language communication competence is of very important for future interpreters and translators. The process of formation and development of communicative competence will take place under conditions of ensuring the unity of formation of the main components of communicative competence: language, speech, socio-cultural, sociolinguistic, discursive and strategic. One of the most effective approaches to the formation of these components is the audiovisual method of learning a foreign language.

The result of using this method is an understanding of the statements of the interlocutor in various communication situations, including in the presence of unfamiliar language means; understanding of educational and authentic texts with different degrees and depth of penetration of their content.

Visibility facilitates the perception of language material, allows a deeper understanding of the cultural environment of the people whose language is being studied, arouses students' interest and gives them an impetus to express themselves and, consequently, effectively enables the development of foreign language communicative competence for future interpreters and translators.

CONFLICT OF INTERESTS

The authors declare no conflict of interests.

FUNDING

The authors declare that this study received no specific financial support.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ВПЛИВ АУДІОВІЗУАЛЬНОГО МЕТОДУ НАВЧАННЯ НА РОЗВИТОК
ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ МАЙБУТНІХ
ПЕРЕКЛАДАЧІВ

Метою даної статті є виявлення важливості застосування комунікативного підходу у вивченні іноземної мови майбутніми перекладачами. Комунікативний підхід створює ситуації, максимально наближені до особливостей реального процесу спілкування. Тому об'єктом даного дослідження можна вважати дидактичний процес формування комунікативної компетенції майбутніх перекладачів. Такий підхід спрямований на приділення більшої уваги функціям мови, лексичних та граматичних одиниць, що сприяє розвитку комунікативно орієнтованого засвоєння навчального матеріалу майбутніми перекладачами. Автор стверджує, що завдяки комунікативному підходу студент – майбутні перекладачі зможуть оволодіти іноземною комунікативною компетенцією, необхідною для орієнтації в культурному аспекті іноземної мови.

Було використано **методологію** міждисциплінарних досліджень: аналіз наукових джерел та навчальних матеріалів. Це підтвердило, що комунікативна компетенція іноземної мови включає систему знань та вмінь, необхідних для ефективного використання іноземної мови у професійній та міжкультурній сферах. Це особливо важливо для перекладачів, які завжди повинні знати мовну ситуацію та культурну специфіку іноземної нації.

Тому **результатом** даного дослідження можна вважати доведення того, що найефективнішим способом розвитку іноземної комунікативної компетенції є аудіовізуальне відтворення мовної та культурної ситуації, оскільки стандарти зразків іноземної мови можуть прийти нам на думку і можуть вбудуватись у довготривалу пам'ять лише при слуховому та зоровому сприйнятті. Крім того, наочна та візуальна підтримка важлива не тільки для семантичного розуміння окремих слів чи виразів, але й для правильної передачі всього змісту.

Висновки: аудіовізуальний метод вивчення іноземної мови є одним з найбільш ефективних для формування іноземної комунікативної компетенції майбутніх перекладачів.

КЛЮЧОВІ СЛОВА: аудіовізуальний метод, іноземна комунікативна компетенція, усні перекладачі та письмові перекладачі, вища освіта, професійні навички, комунікативний підхід.

CITE THIS ARTICLE AS (APA style):

Sobol, T. (2021). Impact of the audio-visual learning method on the development of foreign language communication competence of future interpreters and translators. *Educational Challenges*, 26(1), 112-120. <https://doi.org/10.34142/2709-7986.2021.26.1.10>