

Korkh M. V.,

orcid.org/0000-0002-9401-5240

### FORMATION OF FUTURE MARINE SPECIALISTS' SOFT SKILLS WHILE STUDYING THE DISCIPLINE "DESCRIPTIVE GEOMETRY AND ENGINEERING GRAPHICS"

*The article analyzes the peculiarities of the formation of future maritime transport professionals' soft skills while studying the discipline "Descriptive Geometry and Engineering Graphics".*

*It is determined that numerous studies are being conducted today on the formation of flexible skills in future mariners; educational programs of different levels are being developed, focused on the formation of these skills; developments are proposed that allow to assess the level of their formation, and the investigated problem is discussed both in the context of the analysis of the effectiveness of one or another professional activity, and in relation to the assessment of the quality of training of a graduate of a higher maritime education institution.*

*It is emphasized that the goal of the discipline "Descriptive Geometry and Engineering Graphics" is to form a system of knowledge of the basic provisions and principles of Descriptive Geometry and Engineering Graphics, practical skills in the process of solving problems.*

*The analysis carried out in the article proved the importance of the formation of future maritime professionals' soft skills. The educational component "Descriptive Geometry and Engineering Graphics" creates an inventive field of the educational process, which is due to significant didactic opportunities for individualization of education; opportunities for organizing students' independent work; visualization and practical orientation of educational material. For the formation of soft skills, innovative pedagogical technologies should be used, such as the technology of personally-oriented learning, problem-based (heuristic and research) learning, game modelling, discussions, situational learning (case technologies), etc.*

*Particular attention is paid to the EduScrum methodology in the formation of soft skills, which forms team skills, motivates students to learn, and allows them to form or strengthen leadership qualities.*

*Key words: soft skills, future maritime professionals, Descriptive Geometry, Engineering Graphics, EduScrum.*

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*Рецензент: доктор педагогічних наук, професор Данилюк С. С.*

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Lebedeva N. M.\*,

orcid.org/0000-0002-6297-106X

Frantsuzova K. S.\*,

orcid.org/0000-0002-0959-2669

### MODERN CHANGES IN THE TRANSFORMATIONAL PARADIGM OF THE STEREOTYPED GRAMMATICAL STRUCTURES OF THE ENGLISH LANGUAGE: LINGUODIDACTIC ASPECT

*The methods of teaching translation are an important part of the pedagogical basis for the formation of a special component of the translation competence of scientists. There is still no generally accepted classification of methodical principles of teaching the translation of special texts. The main goal of the article is to develop methodical recommendations for learning the translation of foreign texts for the purpose of writing scientific articles (annotations, etc.) on the material of stereotyped grammatical constructions of the English language. This is explained by the fact that, at the first stage of their professional scientific activity, searchers face the difficulties of translating the specified constructions into*

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*Ukrainian due to the lack of skills and abilities to analyse translation difficulties and find ways to solve them. This situation indicates a low level of formation of translation skills among non-linguistic (graduate) students in higher educational institutions.*

*The article investigates the problems of studying modern changes in the paradigm of functioning and translation of typical grammatical structures of the English language, represented by impersonal forms of the verb (infinitive and participial constructions). The authors analyse the above-mentioned constructions to determine their grammatical meaning when translating original English texts and teaching translation. It is proved that the incorrect transformation of the grammatical meanings of these constructions leads to distortion of the meaning of the original literary and scientific texts.*

*The article draws attention of the readers to the fact that during translation it is necessary to maintain an inseparable connection between the lexical meanings of words and grammatical forms. Moreover, the translation of an English text consists not only in adequate reproduction the meaning of each word included in the grammatical structure of the syntactic construction, but in many cases it is essential to change the structure of the sentence, the order of words, to break one sentence into two or, on the contrary, to combine two sentences in one.*

*The authors state that the reason for such changes is the lack of appropriate grammatical phenomena in the foreign language, as well as the mismatch of features of grammatical constructions and semantic structures in English and corresponding word combinations. Scientific interest in methods of teaching text translation and the problem of functioning and translation of lexical-grammatical constructions is due to its relevance and the need to find new ways of forming the creative qualities of students in writing formal words, reports, articles, annotations, summaries in foreign languages. The models considered in the article can be used in the theory and practice of text translation, which will contribute to the creation of scientifically based teaching methods for the translation of literary and scientific texts. For instance, it would be useful for graduate students, scientists and those seeking scientific degrees.*

*Key words: linguodidactics, methods of teaching translation, creativity, transformational paradigm, stereotyped grammatical structures of the language, lexical meaning, grammatical meaning, Infinitive and Participial constructions, language equivalents.*

**The statement of the issue.** Necessity to proceed to teaching foreign languages on a scientific basis and not to separate the linguistic aspect from the pedagogical was emphasized by the linguists in the last century. H. Palmer theoretically developed this requirement by introducing the term “principles of linguistic pedagogy” into scientific usage [12].

The process of creating a text in a foreign language is close to translation, since, as it is known, the speaker relies on his/her native language. The works on the theory and practice of translation emphasize the crucial importance of the adequacy of content transfer, which is reflected by the means of another language. At the same time, the process of translation is defined as a certain type of conversion or transformation of a text from one language to another. Translation is an important auxiliary tool that ensures the performance of a communicative function in language when expressing thoughts in another language. In the process of translation, the meaning of what is expressed (written) in one language is transferred by the means of another one [4].

Thus, the creation of a foreign language text is similar to translation in the sense that its content must be adequately expressed by means of another language. In this case, the native language is a potential producer of meaning and is a kind of vector in the search for foreign language equivalents. The meaning has its own structure and can be represented in the form of words and phrases connected structurally, that is, when constructing a text, the meaning is conveyed by lexical and grammatical means of another language. When creating an abstract, summary, theses, etc., it is recommended to choose the necessary grammatical forms, preserving elements of established meaning and stereotyped constructions. The article gives

methodical recommendations to a translation analysis of English grammatical structures typical of modern English texts.

**The analysis of relevant research.** Scientific concepts of translation and, in particular, the functioning and use of syntactic constructions are highlighted in the works of G. Verba, L. Chernovaty, V. Karaban, I. Nabokova [1; 3; 4] and others. Modern areas of application of translation and their new roles, characteristic of the era of globalization and digitalization of modern society, are actively being developed by scientists (L. Chernovaty, V. Karaban, I. Nabokova, O. Rebriy [3; 4]). According to these new directions of application of translation, new requirements arise in the methods of teaching translation in higher education.

Accordingly, scientists study the regulations developed by the General Directorate for Translation at the European Commission and emphasize that key competences are unstable, have a variable and dynamic structure, depend on the priorities of society, educational goals, peculiarities and opportunities for self-determination of the individual in society [2].

The analysis of factual material confirms that translation should be considered as an act of interlingual communication. The theory of translation – the theory of correspondences reveals the general regularities of the translation process, based on functional dependence.

**The purpose of the article** is to provide methodical recommendations on functioning and translation of grammatical syntactic forms and constructions that can be found in practical grammars of the English language or in practical translation manuals based on the analysis of scientific literature and scientific models of translation. Usually, practical guides limit too much the translation options of phrases, forms and constructions, considering them outside the situations of certain decoding texts. As a result of the translation, there may be repetitions of constructions similar in form, which cause the need for changes and transformations in the structure of the text.

**The body of the research.** The Infinitive in English differs significantly in terms of form, and the presence of infinitive inflections. Imperfect forms (Indefinite Active “to do”, Indefinite Passive “to be done”, Continuous “to be doing”) differ from perfect forms (Perfect Active “to have done”, Perfect Passive “to have been done”, Perfect Continuous “to have been doing”) by referring the action to the present and future time.

There are certain ways of translating the Infinitive depending on the function it performs:

1. The Infinitive in the function of the subject is ordinary translated by an infinitive or noun: “*To pull down is easier than to build*” [9, p. 163], “*To learn is never too late*” [9, p. 164].

2. The Infinitive in the function of circumstances is also translated using the Ukrainian infinitive or a noun, less often – using a verb or participle:

– purpose circumstance: “*You worked day and night to make a success*” [8, p. 44];

– the circumstance of the consequence (after “enough”, “too”, “so...as”, “such...as”): “*Now I think he is clever enough to get back to policy <...>*” [8, p. 69];

– circumstance of accompanying conditions: “*It’s very dangerous because someone is in grief to think*” [6, p. 13].

3. The Infinitive as part of a compound predicate:

– in the construction “be + infinitive” (including the modal value as well) is translated by the Ukrainian infinitive (rarely by a noun): “*It is easy to be wise after event*” [9, p. 164], “*It is too good to be true*” [9, p. 172];

– after modal verbs it is translated by a verbal predicate or an infinitive: “*You must be sure to come and see us when you get back to New York*” [9, p. 180];

– in the reverse “nominative case with infinitive” the Infinitive is translated by the verbal predicate of the relative clause: “*I thought you might give us that one. It may be corrupt*” [6, p. 50], “*Our job is mainly to listen and to learn*” [6, p. 3].

4. The Infinitive in the function of attribute often has a modal meaning, expressing possibility or obligation. In such cases, the English infinitive is translated into Ukrainian by a subordinate clause: “*Their instinct is to try and stop everything always*” [8, p. 12].

The infinitive meaning after the words “the first”, “the second”, “the last”, etc., is translated into the Ukrainian language by the personal (predicative) form of the verb: “*He was the first to leave the room*” [9, p. 183].

5. Expressions with the infinitive in the function of the introductory member of the sentence: “*to cut a long story short (to cut it short)*” – коротше кажучи; “*to say nothing of*” – не кажучи про; “*to put it mildly*” – м’яко кажучи; “*so to speak*” – так би мовити; “*to say the least*” – м’яко кажучи; “*suffice it to say*” – досить сказати, що; “*to begin with*” – для початку; “*that is to say*” – тобто; “*to tell the truth*” – правду кажучи; “*to anticipate a little*” – забігаючи трохи вперед; “*to be sure*” – безсумнівно; “*to conclude (to sum up)*” – насамкінець, підсумовуючи; “*needless to say*” – само собою зрозуміло; “*not to mention*” – не кажучи вже; “*to put it another way*” – інакше кажучи [1; 10; 11; 13] etc.

6. The object is translated by the Ukrainian infinitive: “*It is easy to be wise after event*” [9, p. 164].

7. A part of a complex object is translated by a verb predicate of a subordinate clause: “*A lot of people are struggling to make a life of at all*” [6, p. 14].

We should analyse three frequently used infinitive constructions in order to unmistakably recognize them in the text, understand and translate them correctly.

#### Construction “for + Noun (Pronoun) + Infinitive”

When translating into Ukrainian, the preposition “for” is omitted, while the Infinitive is translated as a predicate of a subordinate clause, and the noun standing before functions as the subject: “*People went to work for something they can’t be proud of. But let’s face it*” [8, p. 22].

#### Construction “Complex Object”

The Infinitive as a part of a Complex Object on many occasions is translated into Ukrainian by the predicate of an additional subordinate clause. Thus, an English simple sentence with a complex adjunct becomes a peculiar complex sentence when translated: “*To live long it is necessary to live slow. He wants her to stay*” [9, p. 183].

The Infinitive “to be” is omitted in the complex application, due to the fact that there is no linking verb in the translating language. In this case, the Ukrainian sentence will also be simple in composition: “*He is to become a great scientist. In life you want to be proud of what you do*” [8, p. 22].

#### 3. Construction “Complex Subject”

In the inversion “Complex Subject” (nominative case with infinitive) the Infinitive is a part of a complex verbal predicate and can stand after verbs in two forms – passive and active: “*I’m here with a completely open brief from the British Olympic Committee. With a mind to the next Olympics in Seoul’88. To award the concession for sportswear to whichever of the many competing firms, including your own, which I judge best. I like amateur sport we need money – and if the price is wearing some of this beautiful clothing...*” [5, p. 31].

As it can be noticed from the above translation options, sentences with this construction can be translated from the middle or using an introductory word, while the infinitive is translated by a predicate (a subordinate clause in the first case or a simple sentence in the second).

Depending on the form of the Infinitive when translated, the predicate is expressed by a perfect and imperfect verb in the present, future or past tenses. Sometimes only one of the above ways of translating the phrase “Complex Subject” is possible.

Summing up the results of the factual material we should underline that the Object Infinitive Complex is mostly translated as a subordinate clause. The first part of the complex – a noun or a pronoun – corresponds to the subject of a subordinate clause, and the second part – an infinitive – a predicate.

Sentences with the Subject Infinitive Complex are mostly translated into Ukrainian as compound sentences. The translation should begin with a predicate, which in the Ukrainian language turns into an indefinite-personal or impersonal main clause. The first part of the complex (noun or pronoun), which is the subject of the English sentence, becomes the subject

of the subordinate clause, and the infinitive is translated by the personal form of the verb, which becomes the predicate of the subordinate clause.

Sentences with a predicate verb, which means command, request, permission, compulsion, as well as with the verbs “to consider”, “to believe”, “to think” are translated into Ukrainian by simple indefinite or impersonal sentences, and sometimes by simple personal sentences.

Sentences with the predicate verb “to prove”, “to turn out” are translated as simple personal sentences.

Sentences with a predicate expressed by the phrases “to be likely”, “to be sure”, “to be certain”, and in many cases by the verbs “to seem”, “to appear” are translated into simple sentences with interjections.

Further our aim is to concentrate the attention of the readers on the functioning and translation the Participle and participial constructions.

Depending on the form, the Participle is traditionally translated into Ukrainian as participle, adverb or predicate of a subordinate clause. Among the difficulties of translating the English participle into Ukrainian, the following should be noted:

1. The form Participle II regular verbs coincide with the Past Simple, for example, “closed – *зачинив і зачинений*”: “*United we stand, divided we fall*” [9, p. 204].

2. The Participle in the function of attribute in an English sentence can stand after the signified word, which can create difficulties in its recognition: “*A house divided against itself cannot stand*” [9, p. 15], “*I saw him the day before. A broken man. A completely broken man*” [8, p. 35].

3. In cases where the combination of an English noun and an adjective does not meet the norms of compatibility in the Ukrainian language, it should be translated by other lexical-semantic means: “*It’s racket. Based on a massive failure of nerve*” [6, p. 51], “*You don’t even try to make the signatures match*” [8, p. 16].

4. Participle II at the beginning of the sentence is translated as an impersonal subordinate clause in the function of circumstance: “*A threatened blow is seldom given*” [9, p. 204].

5. Participle II, formed from English verbs that do not match Ukrainian verbs in terms of the presence/absence of prepositions that follow them, require special attention during translation: “*He wanted to shake me up. To set me on a path which leads there via you. Via my conversation*” [6, p. 67].

6. Participle II that comes first in the sentence is a part of the predicate. These are sentences with inversion, and they must be translated starting with the circumstance or adjunct that comes after the verb, after which the predicate is translated, and finally the subject: “*To make a success what you are given to do work day and night*” [8, p. 14].

7. Participle II as an introductory part of the sentence, is generally translated in different ways: “*I found myself acting eventually for fifty-one families who needed to get to the bottom of what happened, and to be honest, the point is that I didn’t give up on them when the money ran out*” [8, p. 35].

The Present Participle expresses an action that precedes the action expressed by the predicate verb, and both actions take place directly one after the other, then in this case the Present Participle is translated into Ukrainian by a perfect verb [1].

In case the Perfect Participle expresses an action that precedes the action expressed by the predicate verb, then the Perfect Participle corresponds to the Ukrainian perfect adverb [1].

The Absolute Participle Complex is translated into Ukrainian: a subordinate circumstantial sentence, a simple sentence that is part of a complex sentence, and an adverbial inflection. Also, the Absolute Participle Complex can be translated: in Ukrainian as a main clause in the complex subjunctive, an interjection clause, a noun with a preposition [1].

If the Absolute Participle Complex is used in the function of a circumstance of a mode of action or accompanying circumstances, it is mostly translated into Ukrainian as an independent sentence or an adverbial inflection [1].

**Conclusions.** The creation of the text is not the result of compiling a mosaic of words and constructions of a foreign language; it is a process of finding/searching for linguistic equivalents of the content. Words, combinations of words, grammatical constructions and sentences, structurally organized into a single entity – a sentence – can be equivalent. At the same time, foreign language equivalents almost never show complete identity to the structures of the native language and require partial replacements and transformations. Any text allows such individual options. In the process of translating a text, the use of a foreign language is consciously or unconsciously based on the native language. At the same time, the Ukrainian translations serve as a hint. Since the grammatical structures for expressing the same meaning in both languages are different, and sometimes similar, the presence of Ukrainian translations should help to see the specificity of English grammatical constructions.

The perspectives of our research lie in the further working out the methodical recommendations on translation and usage of complicated grammar phenomena in a practical work with foreign texts in the speciality for researchers and graduate students.

The transformational models that are focused on a wide variety of questions and issues include the relationships between the preferences of the chosen translation models and the author's characteristics (educational level, ethnic background and knowledge of native and foreign languages).

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Лебедева Н. М.,  
[orcid.org/0000-0002-6297-106X](https://orcid.org/0000-0002-6297-106X)

Французова К. С.,  
[orcid.org/0000-0002-0959-2669](https://orcid.org/0000-0002-0959-2669)

### СУЧАСНІ ЗМІНИ ТРАНСФОРМАЦІЙНОЇ ПАРАДИГМИ СТЕРЕОТИПНИХ ГРАМАТИЧНИХ СТРУКТУР АНГЛІЙСЬКОЇ МОВИ: ЛІНГВОДИДАКТИЧНИЙ АСПЕКТ

У статті розглядається методика навчання перекладу, що є важливою частиною педагогічної основи формування спеціальної складової перекладацької компетенції вчених. У сучасній методиці поки ще не існує загальноприйнятої класифікації методичних принципів навчання перекладу спеціальних текстів для здобувачів немовних спеціальностей.

Основною метою статті є розроблення методичних рекомендацій щодо навчання перекладу іноземних текстів із метою написання наукових статей (анотації тощо) на матеріалі стереотипних граматичних конструкцій англійської мови. Це пояснюється тим, що на першому етапі своєї професійної наукової діяльності пошукувачі стикаються з труднощами перекладу таких конструкцій українською мовою через відсутність навичок і вмінь аналізувати перекладацькі труднощі та знаходити засоби їх вирішення. Такий стан свідчить про низький рівень формування перекладацьких навичок у здобувачів немовних спеціальностей, що навчаються у вищих навчальних закладах.

Виходячи з вищевикладеного актуальним є вивчення сучасних змін у парадигмі перекладу українською мовою типових граматичних структур англійської мови, репрезентованих безособовими формами дієслова (інфінітивними і партисипіальними конструкціями). Доведено, що неправильна трансформація граматичних значень таких конструкцій призводить до спотворення смислу тексту, що аналізується.

Звертається увага на те, що під час перекладу потрібно зберегти нерозривний зв'язок між лексичними значеннями слів і граматичними формами. Більше того, переклад англійського оригінального тексту полягає не тільки в адекватному відтворенні значення кожного слова, що входить до граматичної структури синтаксичної конструкції, але й у багатьох випадках доводиться змінювати структуру речення, порядок слів, розбивати одне речення на два або навпаки – об'єднувати два речення в одне.

Причиною таких змін є відсутність відповідних граматичних явищ в українській мові, а також неспівпадіння особливостей граматичних конструкцій, семантичних структур в англійських та українських словосполученнях.

Ці методичні рекомендації сприяють розробленню методики викладання перекладу оригінальних текстів для здобувачів немовних спеціальностей (а саме щодо перекладу лексико-граматичних конструкцій) та вимагають пошуку нових шляхів формування креативних якостей наукових працівників щодо написання доповідей, статей, анотацій, резюме іноземними мовами. Розглянуті у статті моделі можуть бути застосовані у практиці перекладу наукового тексту, що сприятиме створенню науково обґрунтованої методики навчання перекладу оригінальних текстів за спеціальністю аспірантів і пошукувачів наукових ступенів та науковців.

Ключові слова: лінгводидактика, методика викладання перекладу, креативність, трансформаційна парадигма, стереотипні прагматичні структури мови, лексичне значення, граматичне значення, інфінітивні та партисипіальні конструкції, мовні еквіваленти.

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Рецензент: доктор педагогічних наук, доцент Рябуха І. М.

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Литвинюк Г. І.,

[orcid.org/0000-0001-5560-4483](https://orcid.org/0000-0001-5560-4483)

## ЗМІСТОВА ВЕКТОРАЛЬНІСТЬ МОНОТЕХНОЛОГІЇ СТАЛОЇ ПІДТРИМКИ ПРОФЕСІЙНОГО РОЗВИТКУ ПЕДАГОГІВ

Дослідження присвячено проблемі професійного розвитку педагогів засобами неформальної освіти. У статті проаналізовано сутність, ознаки, роль і змістову спрямованість розробленої й апробованої монотехнології сталої підтримки професійного розвитку педагогів для центрів професійного розвитку педагогічних працівників у координатах реалізації найважливіших професійних потреб, проектування їх індивідуальних траєкторій професійного розвитку. Виокремлено й схарактеризовано змістовий, діяльнісний і рефлексивний компоненти запропонованої технології, реалізація яких сприятиме розбудові гнучкої, мобільної та випереджувальної системи науково-методичного супроводу професійного розвитку педагогів. Упровадження монотехнології сталої підтримки професійного розвитку педагогів забезпечить сучасні потреби педагогів, стане освітньою платформою з формування їх особистісних і професійно значущих якостей.

Основний акцент робиться на те, що монотехнологія сталої підтримки професійного розвитку педагогів забезпечує реалізацію найважливіших завдань для розвитку проектування професійної траєкторії педагога. Запропонована центрам професійного розвитку педагогічних працівників монотехнологія сприяє їх професійному зростанню і безпосередньо впливає на їх спрямованість, мотиви, здатність перманентно навчатися, бути в постійному творчому пошуку. Ця технологія повною мірою задовольняє потреби сучасних педагогів та мотивує їх до усвідомленого процесу неперервного професійного розвитку незалежно від віку, можливостей, категорії, часу, відкриває можливості для набуття нового досвіду через задоволення особистісних потреб у процесі партисипативного навчання. Монотехнологія сталої підтримки професійного розвитку педагогів є дієвим інструментом управління їх професійним розвитком.

Ключові слова: професійний розвиток педагогів, індивідуальна траєкторія професійного розвитку, монотехнологія сталої підтримки професійного розвитку, науково-методичний супровід професійного розвитку, неформальна освіта.