

TRANSLATION VS DISTANCE LEARNING

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In the modern world the tendency towards electronic teaching aids is connected with Open Course Ware. Open Course Ware (OCW) is the result of collaboration among higher educational establishments all over the world in creating the open educational content. Distance learning is wide-spread in engineering, building, business administrating, teaching, economic professions.

Special attention is paid to foreign languages and literature. The students are able to combine the study of the live speech with the innovative multimedia and interactive technologies. The Internet resources give a unique opportunity to use authentic texts, to communicate with language speakers, to listen to foreign readers' lectures [1].

The material of the net is included into the content of the classes, so a foreign language is learned distantly under the teacher's supervision [2]. For example, the site <http://osvita.ua/languages/english-online/> enables adults and children to learn and improve their English at any level. It suggests a high quality web-resource of British Council. On-line courses usually embrace grammatical rules, interactive exercises to enrich vocabulary and form speech habits.

The informational Internet resources help to achieve the basic goal of foreign language teaching – to form the communicative competence that presupposes cultural interaction. They integrate into an academic process and solve a range of didactic tasks: to form and improve reading and listening skills, dialogue and monologue speech habits, to enlarge active and passive vocabulary, regional historical and geographic knowledge, to develop global thinking elements, to cultivate the culture of communication.

Blogs are of great help for the distant foreign language learning. They are a certain information space in the Internet where the users can regularly publish different information organizing a virtual

community for the interactive users' communication. The users may be a teacher, a student, a group. Blogs facilitate lingual and informational competence alongside with the language one.

Apart from foreign languages, students can develop translation skills. Thus, the programme UC San Diego Extension is oriented at the fundamentals of oral and written, simultaneous, consecutive and sight translation, branch translation (legal, medical, etc.) from English into Spanish. However, it deals with some translation skills and habits, it has nothing to do with translator's competence as a part of his professional training.

British universities teach different kinds of translation (audio-visual (for TV industry), two-sided (scientific and informational translation into a native tongue), branch translation, principles of its theory and practice, but they do not do it on-line.

It has turned out during the research that no universities suggest distance learning in translation. Perhaps the reason of this is a special status of translation as lingual and cultural mediation. Translation level cannot be assessed by a machine or a programme. Human factor is indispensable in teaching written and oral interpretation. Distant training can be hardly used in the translation of text blocks. It is appropriate for separate language units.

Therefore, distance learning in philological sciences is currently confined to foreign language teaching. Distant translation learning has not been developed yet.

Literature:

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