Shaping the Worldview of Future Translators through Psychology of Discourse

Формування образу світу майбутніх перекладачів через психологію дискурсу

Ivashkevych Ernest

Ph.D. in Psychology, Doctoral Student, Translator,
Hryhorii Skovoroda University in Pereiaslav,
Pereiaslav (Ukraine)
ORCID ID: https://orcid.org/0000-0001-7219-1086
Researcher ID: F-3865-2019
Scopus AuthorID: 57216880485
ivashkevych.ee@gmail.com

Івашкевич Ернест

Кандидат психологічних наук, докторант, перекладач,
Університет Григорія Сковороди в Переяславі,
м. Переяслав (Україна)

ABSTRACT

The purpose of our research is to show the types of lexical units and their interconnection, to distinguish five types of frame structures, which largely determine the formation of the future translator's image of the world.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, and generalization. The empirical method is ascertaining research.

The results of the research. The goal of the Methodological Support is to form students' communicative competence; conscious positive speech behavior;

mastering the norms of the modern Foreign and Ukrainian literary language; acquiring skills in operating with the terminology of a future profession; the ability to use various functional styles and substyles in the educational activities and professional use of them; forming skills in the process of communication justified use of language tools in compliance with the etiquette of professional communication; ensuring the skills of competent compilation of professional documentation.

Conclusions. Depending on the type of lexical units and their interconnection, we distinguish five types of frame structures, which largely determine the formation of the future translator's image of the world: 1) a semantic frame, in which one and the same entity, content, etc. is characterized by its quantitative, qualitative, existential, positional and temporal characteristics; 2) a transformational frame, in which several elements that are participants in a certain event are assigned roles; 3) a possessive frame, which contains the subject entities some / any, which are related to each other as a whole and its part: the frame is characterized by certain semantic characteristics; the whole one consists of different parts; 4) a taxonomic or identification frame represents a separate categorization of relationships; 5) a comparative frame, which illustrates the similarity relations, which are based on the convergence of concepts in a paradigm of human perception.

Key words: the Image of the World of future translator, translation activity, discourse, a semantic frame, a transformational frame, a possessive frame, a taxonomic or identification frame, a comparative frame.

Introduction

The profession of a translator, called upon to become an interlingual and intercultural mediator for representatives of different countries, is gaining a great importance in our society. Despite the keen interest in the process of learning foreign languages, the Methodology for forming the linguistic personality of future translators in the context of learning has long remained on the periphery of research searches and research practice in general (Mykhalchuk, & Ivashkevych, 2019). A modern translator has a wide functional range of professional activities related to the implementation of personal, cultural-professional and economic contacts in the modern world. His/her effective-

ness, in addition to impeccable knowledge of Ukrainian and foreign languages, depends on many factors, primarily knowledge of non-verbal means of communication, rules of etiquette, culture of communication, availability of background knowledge, etc. (Ivashkevych Er., 2023). The qualitative implementation of functional duties by future translators depends on the level of their training in a higher educational institution, in particular we mean personal qualities, professional knowledge, and communicative culture (Ivashkevych Ed., & Koval, 2020).

Recently, the problem of effective training of future translators has been in the field of view of philosophers, linguists and psychologists (Caramazza, Laudanna, & Romani, 1988). Despite the significant contribution of researchers to the theory and practice of training future translators in universities and the range of issues studied, we'll note that studies on linguistic didactics of higher education cover only certain segments of language and communicative training, while the Methodology for forming the linguistic personality of future translators has not been the subject of special scientific research (Онуфрієва, 2020; Alexandrov, Boricheva, Pulvermüller, & Shtyrov, 2011). Until now, insufficient attention has been paid to the mastery of sociocultural information by students, issues of oral and written culture of future translators, the formation of special skills and abilities to ensure the speed and adequacy of translation, which makes students to be impossible to resolve a number of contradictions between: the growth of requirements for the quality of professional and communicative activities of future translators and the insufficient level of formation of their professional translation competence; the level of scientific understanding of the problem and insufficient theoretical and methodological support for the process of forming the linguistic personality of future translators; the need for perfect mastery of the theoretical foundations of language teaching as a dynamic system of future translators (Arbuthnott, & Frank, 2000; Booth, MacWhinney, & Harasaki, 2000).

The change in the scientific paradigm and consequently the increased attention to the study of the problem of a native speaker has actualized a research with a clearly expressed pragmatic orientation (Mykhalchuk, & Onufriieva, 2020). The problem of the linguistic personality has transformed from a way of direction of linguistics into one of the subjects of study of Philosophy, Sociology, Psychology, Political Science, Pedagogy, Linguodidactics and other sciences. Researchers have developed various typologies (or types) of linguistic personality in accordance with social factors and types of culture, taking into account communicative strategies and tactics of speech behavior (Гончарук, & Онуфрієва, 2018). The secondary linguistic personality is a continuation of a primary one, or a basic linguistic personality, who has been formed on the basis of the native language. The translator as a secondary linguistic personality is at the intersection of at least two cultures, he/she is a socio-cultural mediator between different cultures, therefore he/she must know the peculiarities of each of culture quite well (Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023). The effective formation of such a personality ensures the consideration of psychological factors and their meaning (Aleksandrov, Memetova, & Stankevich, 2020).

The analysis of special literature made us possible to identify priority approaches to the formation of the linguistic personality of future translators that correlate with the objectives of our research, in particular, personally oriented, competency-based, systemic, communicative-active, multicultural ones, which are interconnected at the level of systemic influences, enabling the introduction of innovative content and adequate learning technologies (Brédart, 1991).

The generalization of theoretical development of scientific grounds on the above-mentioned problem made us possible to establish a number of regularities that will be the theoretical basis for developing a Psychological Methodology for the formation of the linguistic personality of future translators: constant atten-

© Ivashkevych Ernest

tion we shall pay to the material of the language, its sound system; understanding the semantics of linguistic units; the ability to assimilate the norms of the literary language; assessment of the expressive capabilities of the native language; the development of linguistic sense, the gift of speech; advanced development of oral speech; dependence of speech skills and abilities on knowledge of Grammar and Vocabulary of the language, etc. Taking into account the above-mentioned regularities, which contribute to the productive implementation of the content of teaching the Ukrainian language, the development of an effective Methodology for the formation of the linguistic personality of future translators (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019).

The analysis of special literature allowed us to state that a set of principles is particularly significant for the formation of the linguistic personality of future translators, since they are applied in the educational process comprehensively, rather than sequentially, in particular the principles of socio-cultural correspondence, the implementation of interdisciplinary connections, the dialogue of cultures, contextuality, creativity, etc. Methodically correct use of forms, methods and means of forming the linguistic personality of future translators contributes to the activation of the mechanisms of professional and personal self-development and self-realization of students, the formation of their translation competence (Mykhalchuk, & Bihunova, 2019).

The purpose of our research is to show the types of lexical units and their interconnection, to distinguish five types of frame structures, which largely determine the formation of the future translator's image of the world.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis,

systematization, modeling, generalization. The empirical method is ascertaining research.

Results and their discussion

In order to study the level of the formation of the worldview of students – future translators – we involved 48 students of the 2nd and the 3rd courses of the Faculty of Philology of Rivne State University of the Humanities into the experiment. The empirical study (declarative experiment) lasted during 2022-2023. The results of the student survey are presented in Table 1.

Table 1

Students' survey results (declarative stage of the experiment)

Questions	Answers
How many foreign languages do you know (count)?	English/French/ German
What, in your opinion, is the most difficult thing in learning a foreign language?	Grammar, verbal memory
Give an example of the performance of an educational session (describe how you perform it alone or with someone).	electronic dictionary, collaboration with classmates, questions to teachers
Name materials used in the study of foreign languages.	electronic textbooks, electronic dictionaries
What did you study in the previous foreign language lesson?	reading, linguistic expressions, sentence translation
Give an example of the organization of your lesson (exercises, game form of learning).	oral presentation, online practice
What homework will the teacher give you?	Reading, essay, oral presentations

Many students prefer distance learning because they can study anywhere, and they are used to reading e-textbooks using a computer and answering questions from teachers online. There are also some students who do not like online learning. The rea-

© Ivashkevych Ernest

sons, on the one hand, are related to the need to conduct many practical activities with teachers in their specialty, and on the other hand, they believe that learning English online does not have a linguistic environment, they do not feel the presence of teachers, and the dissemination of information in foreign languages is disturbed.

It is normal for students to look at the teacher while studying, but having to look at the camera seems strange and alienating from the teacher. Students who expressed support for the sensory experience of participating in online learning felt that microphones and cameras were a problem that did not bother them in the learning process, but the students themselves in an unfamiliar environment. Most of the students who do not want to have touch contact with their teacher online always feel a lot of pressure. Nervousness or personal stress can be the reason why students refuse online learning, and even consider this method limited. Some students also felt that turning off the camera and microphone gave them more freedom in the learning process and could direct some of their energy to something else.

Therefore, the research allowed us to learn about the types of devices used by students and teachers for distance learning. They mostly use smartphones and laptops (41 and 34%), less often tablets (3%) and university computers (0.6%). In addition to the first two categories of devices, teachers use personal computers (24%). A high level of smartphone usage confirms the need to adapt the university's visual range of electronic resources for mobile phone screens.

The comparable data showed the attitude of teachers and students to the tasks that were solved by means of distance learning. Such tasks as the formation of skills to work with volumes of information, the ability to study at a convenient time and place, the development of self-control skills and distance learning as a forced measure, lead the responses of the respondents of two groups. Interestingly, there are 7.75% of students who have a negative attitude towards distance learning compar-

ing with their teachers (98.23% of teachers prefer distance learning). The respondents' opinions according to the effectiveness of distance learning coincide: 72.31% of students and 99.67% of teachers consider distance learning to be satisfactory in terms of its efficiency. However, the number of responses about low efficiency exceeds the number of opinions about high efficiency among two groups of respondents (20 students of the 2nd and 28 people of the 3rd courses).

The respondents' opinions of students of two groups on students' training are similar. About half of those ones who responded (63.48% and 59.87%, respectively) believe that the quality of the process of studying won't be changed, but 18.11% of students of the 2nd course and 15.16% of students of the 3rd course report a deterioration in training, collectively in the categories of "be worsened" and "somewhat worsened". The choice of the teacher, the methods of educational interaction show that the predominant form of learning is blended with use of a large proportion of asynchronous forms (students and teachers use e-mail every day, 100% of them). The least popular method of interaction is also recognized as a forum in equal shares (students prefer forum as a type of activity in 43.21% cases, teachers – in 60.28% cases).

The respondents' opinion about the change in workload with the transition to distance, online learning is almost unanimous. 72.67% of students of the 2nd course and 78.99% of people of the 3rd course reported about an increase in workload; the rest of students, 27.33% of students of the 2nd course and 21.01% of people of the 3rd course reported about significant increase of online learning and online forms of the activities. The majority of teachers (81.98%) also reported an increase in workload, 18.02% of them reported about a significant increase of a role of online learning and online forms of the activities comparing with traditional learning.

Some comments from respondents showed that the greatest difficulties were experienced by foreign students who were

not fully familiar with e-learning tools and they did not speak English (or French, or German) fluently enough to work independently with class materials. The e-learning tool implementation workload included: 80.98% of students of the 2nd course and 83.45% of people of the 3rd course reported about an increase of the activities of students in the process of e-learning; 19.02% of students of the 2nd course and 16.55% of people of the 3rd course reported about significant increase of online learning and online forms of the activities in the process of e-learning. The data do not match the statistics of the analytical report, where 87.99% of students of the 2nd course and 92.87% of people of the 3rd course noted that they had more free time when they had e-learning. Such a discrepancy is possible due to a significant increase in the share of autonomous activity in the asynchronous format of distance learning. Among the reasons for the increase in a paradigm of students' e-learning, teachers (90.55% of them) noted the following: short deadlines for completing assignments (71.73% of students of the 2nd course and 65.20% of people of the 3rd course, 87.04% of teachers), lack of theoretical materials for completing tests and assignments in electronic format (17.90% of students of the 2nd course and 12.01% of people of the 3rd course of students, 9.45% of teachers), negative conditions to participate in micro-group evaluation (64.87% of students of the 2nd course and 78.99% of people of the 3rd course of students, 96.78% of teachers). At the end of our research both groups of participants agreed that students' wish to take part in e-learning became greater due to an excess of materials and assignments (82.76% of students of the 2nd course and 87.90% of people of the 3rd course of students).

Increasing to take part in e-learning is also confirmed by the amount of time that students and teachers spend in the electronic environment. About half of the respondents (48.92% of students of the 2nd course and 40.24% of people of the 3rd course, 49.01% of teachers) spend 4-6 hours working at the computer every day; 51.08% of students of the 2nd course and 59.76% of

people of the 3rd course of students, 50.99% of teachers) work more than 6 hours at the computer every day. The analysis of the responses of students allowed us to compare different attitudes towards the willingness of teachers to participate in recording video lectures (32.71% 0f teachers) and the willingness of students to watch video lectures posted in the electronic environment (89.31% of students of the 2nd course and 95.66% of people of the 3rd course). The rest of teachers (39.40%) said that they were ready to participate in videotaping fragments of classes, and 27.89% of teachers find it difficult to answer this question.

Thus, we shall pay a great attention to the Methodological Support in the activities of future translators. The goal of the Methodological Support is to form students' communicative competence; conscious positive speech behavior; mastering the norms of the modern Foreign and Ukrainian literary language; acquiring skills in operating with the terminology of a future profession; the ability to use various functional styles and sub-styles in the educational activities and professional use of them; forming skills in the process of communication justified use of language tools in compliance with the etiquette of professional communication; ensuring the skills of competent compilation of professional documentation.

Students have to know the basics of speech culture, identifying the specifics of the functioning of the oral and written forms of business language in accordance with the specialty, teaching students the basic principles of using dictionaries, fluency in the vocabulary and terminology of their specialty and developing students' skills of drafting modern business papers.

In modern linguistics (Batel, 2020; Cilibrasi, Stojanovik, Riddell, & Saddy, 2019) it is a great role of discourse in the process of developing the image of the world of future translators. Discourse is interpreted vaguely. There are *several approaches to defining discourse*:

1) *Communicative (Functional) Approach*: discourse is a verbal process of communication (a language, use, functions of

the language), or discourse as a dialogue, or a conversation, that is a kind of interactive statement, or a discourse as a language from the position of the speaker, such a position of a teacher in the process of teaching students has not be taken into account. Within the paradigm of the Communicative Approach, the term "discourse" is interpreted as a kind of symbolic structure that makes discourse its subject, purposes, places, time, situations of creation (production);

2) *Structural-syntactical Approach*: a discourse as a fragment of the text, that is a formation beyond the sentence level (combinations of phrases, all complex Syntax as a Linguistic System, paragraphs). Discourse means two or more sentences that are semantically interconnected, and coherence is considered to be one of the main features of discourse;

3) *Structural-stylistic Approach*: a discourse as a non-textual organization of oral speech, characterized by a vague division into parts, the predominance of associative connections, spontaneity, situationality, high context, stylistic specificity;

4) *Socio-pragmatic Approach*: a discourse in the context of communication, in a paradigm of our life, either as socially or ideologically limited type of expressions, or as a text presented not as "a language of speech", but as a special social fact with its own text.

This classification makes it clear that there are three characteristics of discourse. One has the aim to reach pragmatism, a typical situation of communication, and the other definition of discourse is at the processes of taking places in the minds of the participants and the peculiarities of students' consciousness at the text itself. These approaches are partly contradictory. The concept of "discourse" is understood as inextricably linked to the concepts of the language and the text. Discourse as a communicative phenomenon is an intermediate link between speech as the process of the activity, on the one hand, and a specific text written in the process of communication, on the other. As a simpler contrast, discourse should be understood as a cognitive

process with knowledge of the language, and a text should be understood as a final result of the process of linguistic activity, which leads to a certain point having been finished in general. This opposition of actual language to the result leads to the realization that a text can be interpreted as a discourse only when it is really perceived and enters the true consciousness of its recipient. So, we try to distinguish the concepts of "text" and "discourse", including in this pair the category of "practically oriented situations". Thus, discourse is considered by us as "a text" + "a situation".

The concept of "discourse" is introduced by us because there is a need to consider not only the characteristics of "the text itself" on the basis of its internal details, but also the text as "a message", addressed to someone and expressed by students in the translational activity. Some needs of students are solved by us from the side of the recipient and the creator. So, we describe discourse as a language, which is distracted by speech. Discourse is such empirical object that we encounter when students discover ways of the subject as the act of expression, some formal elements that indicate the appropriation of the language by speakers (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019). In our opinion, the essential features of discourse, which we understand in a broad sense, there is a correlation of discourse with a specific participant in the act of communication, and this in a great degree affects the listener. The structure of conversational discourse is a number of stages of the individual's communicative behavior (verbal contacts, propositions of the first topic of conversation and its approval, change of roles during the act of communication, change of topics of conversation, termination of the acts of communication), determined by a combination of external and internal factors of explication of discourse.

So, there are three main features which we underline according to the problem of the developing of the image of the world of future translators:

1) in the formal plan a discourse is a unit of the language that exceeds the scope of the sentence;

2) from the point of view of content, discourse is associated with the use of language in a social context;

3) in the paradigm of organization of discursive units, discourse is interactive.

The first approach was taken from the point of view of formal or structural linguistics. It defined a discourse as two or more sentences the content of which is interconnected. The second approach gives us a functional definition of discourse as "any other use of the language" (Bates, Maechler, Bolker, & Walker, 2014). Such approach determines the conditionality of the analysis of discourse functions by the study of language functions in a broad sociocultural context. The third approach defines a discourse as an expression that determines the interaction of its forms and functions. In this case, discourse is understood by us not as a primitive set of isolated units of linguistic structure more than any proposition, but as a set of linguistic units of functionally organized and contextualized linguistic use (Chen, 2022).

Formal, functional and situational interpretations are defined as the main adjustments that should be trusted when solving problems that determine the meaning of the term "discourse". Understanding discourse in such a way is based on the features of the development of features of the image of the world of future translators (Beauvillain, 1994).

Let us highlight eight meanings of the term "discourse" from our point of view:

1) discourse directly corresponds to the concept of "language";

2) units of measurement exceeding of the size of a phrase;

3) the impact on the recipient of the statement, taking into account the circumstances of telling the statement;

4) conversation as the main type of the person's expression;

5) speech from the speaker's position, as opposed to narration. Such a position is not considered by all speakers;

6) the use of language units, their implementation in our speech;

7) socially or ideologically limited types of speech (for example, political discourse);

8) a theoretical activity intended to the study of the conditions of text generation.

Generalized interpretation of discourse reduces it to *two main types*:

1) discourse as specific communicative events recorded in written text and oral speech. They take place in a certain cognitive and typologically conditioned communicative space;

2) a set of texts related to the topic.

The universal nature of negation, which exists in all languages, its interpretation as the integral part of the sphere of human perception, is associated with the process of recognition, and the phenomenon of such knowledge is in all aspects of its receipt, storage, processing and transmission. So, negation can be considered as a frame structure.

The denial frame, in contrast to the assertion frame, is understood by us as a special structure, as a cognitive model that systematizes knowledge about certain stereotypical situations that underlie the meaning of the denial one. The essence of the denial frame is that it counteracts certain propositional stimuli and refutes the authenticity of the original statement. The expression of the denial frame in the form of a frame structure allows us to distinguish nuclear nominations: names of actions with the meaning of denial, slots that indicate the status of the event: a talker (the agent), a listener (a patient), motivation, a quality of the development to reach create conditions for denial frames. Since the nuclear nomination of the denial frame is directly related to the influence of the speaker on the listener, it emphasizes the communicative strategy, and the slot implements a practical element, that is motivation and a quality of actions of the talker and listener.

Speech acts represented by a frame have a characteristic set of actors (speakers and listeners), their inherent functions, their

connection with other related functions. In this case, the frame can be interpreted as a package of information stored in the mind of the communicator, which connects the initiative with the reactive act of speech, correctly perceives hidden information. The analysis of data belonging to different language levels, and it is the basis for the statement that the ordering of the meanings of language units is based on a chain network formed by the proposition of the basic frame.

Conclusions

Depending on the type of lexical units and their interconnection, we distinguish five types of frame structures, which largely determine the formation of the future translator's image of the world:

1) a semantic frame, in which one and the same entity, content, etc. is characterized by its quantitative, qualitative, existential, positional and temporal characteristics;

2) a transformational frame, in which several elements that are participants in a certain event are assigned roles. These objects, indicated by frames, are connected by spatial connections determined by the actions of lexical units, their totality, and which are marked by the corresponding lexical units and prepositions: acts with the help of (an instrument of execution or an assistant); acts on (a recipient, an object); acts towards (a recipient); acts through (a goal or a reason); acts for (a result);

3) possessive frame, which contains the subject entities some / any, which are related to each other as a whole and its part: the frame is characterized by certain semantic characteristics; the whole one consists of different parts;

4) taxonomic or identification frame represents a separate categorization of relationships, which is manifested in two variants: something as a certain species and something as a separate genus; something as a species and something as a role, where "genus" is a permanent taxonomy of the subject entity (species), and "a role" is a permanent taxonomy of the species;

5) comparative frame, which illustrates the similarity relations, which are based on the convergence of concepts in a paradigm of human perception. The frame is formed by interspatial connections of identity: the referent is a correlate, or similarity: the referent resembles a correlate.

In particular, a typical situational frame includes a set of strictly structured actions, different actors and objects are participating in these actions. The denial frame is interpreted as a situational and behavioral structure, since it represents knowledge of non-verbal nature that can be obtained from human experience. It provides a set of initiatives and reactive speech acts. The participants are assigned the semantic roles of a talker (agent) and a listener (counterparty).

The sentence of the frame of objection to some action includes the speaker and the actions that he/she does not perform. Such non-performance of the action is marked by the corresponding negative configuration and it is explained by the type of this frame: acts on someone (a listener, an object); acts with the help of something (a tool or the assistant); acts for something (a result).

The frame of negation constitutes the cognitive basis of negative speech acts. We distinguish between negative assertives, commissives and directives. The main feature of negative assertives includes mental categorizations of informing the listener about a negative state of affairs in the form of the formula: I – inform – some – any / some – not to be. With negative commissives, the speaker undertakes to perform negative actions, which has the form: I – I wish – not to do / not to become. Negative directives encourage the listener not to perform an action, represented by the formula: I – wish – some / something – not to do / not to become.

Assertive frame's objections often implement a practical strategy of refusal. The nuclear designation "refusal" has such slots as "a statement", "a speaker", "a listener". These categories will be analyzed in other our articles.

Literature

Alexandrov A.A., Boricheva D.O., Pulvermüller F., Shtyrov Y. Strength of word-specific neural memory traces assessed electrophysiologically. *PLoS ONE*. 2011. P. 2–29. URL: https://doi.org/10.1371/journal.pone.0022999.

Aleksandrov A.A., Memetova K.S., Stankevich L.N. Referent's Lexical Frequency Predicts Mismatch Negativity Responses to New Words Following Semantic Training. *Journal of Psycholinguistic Research*. 2020. Vol. 49. P. 187–198. URL: https://doi.org/10.1007/s10936-019-09678-3.

Arbuthnott K., Frank J. Executive control in set switching: Residual switch cost and task-set inhibition. *Canadian Journal of Experimental Psychology*. 2000. Vol. 54. P. 33–41. URL: https://doi.org/10.1037/h0087328.

Batel E. Context Effect on L2 Word Recognition: Visual Versus Auditory Modalities. *Journal of Psycholinguist Research*. 2020. Vol. 49. P. 223–245. URL: https://doi.org/10.1007/s10936-019-09683-6.

Bates D., Maechler M., Bolker B., Walker S. lme4: Linear mixed-effects models using Eigen and S4. *Journal of Package Version*. 2014. Vol. 1, No 7. P. 1–23.

Beauvillain C. Morphological structure in visual word recognition: Evidence from prefixed and suffixed words. *Language and Cognitive Processes*. 1994. Vol. 9, No 3. P. 317–339.

Blagovechtchenski E., Gnedykh D., Kurmakaeva D., Mkrtychian N., Kostromina S., Shtyrov Y. Transcranial direct current stimulation (tDCS) of Wernicke's and Broca's areas in studies of language learning and word acquisition. *Journal of Visualized Experiments*. 2019. P. 37–59. URL: https://doi.org/10.3791/59159.

Booth J.R., MacWhinney B., Harasaki Y. Developmental differences in visual and auditory processing of complex sentences. *Child Development*. 2000. Vol. 71, No 4. P. 981–1003.

Brédart S. Word interruption in self-repairing. *Journal of Psycholinguistic Research*. 1991. Vol. 20. P. 123–137. URL: https://doi.org/10.1007/bf01067879.

Caramazza A., Laudanna A., Romani C. Lexical access and inflectional morphology. *Cognition*. 1988. Vol. 28, No 3. P. 297–332.

Chen Q. Metacomprehension Monitoring Accuracy: Effects of Judgment Frames, Cues and Criteria. *Journal of Psycholinguistic Research*. 2022. Vol. 51, No 3. P. 485–500. URL: https://doi.org/10.1007/s10936-022-09837-z

Cilibrasi L., Stojanovik V., Riddell P., Saddy D. Sensitivity to Inflectional Morphemes in the Absence of Meaning: Evidence from a Novel Task.

Journal of Psycholinguist Research. 2019. Vol. 48. P. 747–767. URL: https://doi.org/10.1007/s10936-019-09629-y.

Гончарук Н., Онуфрієва Л. Психологічний аналіз рівнів побудови комунікативних дій. *Psycholinguistics. Психолінгвістика. Психолингвистика.* Переяслав-Хмельницький, 2018. Вип. 24(1). С. 97–117. URL: https://doi: 10.31470/2309-1797-2018-24-1-97-117.

Ivashkevych Ed., Koval I. Psychological principles of organizing the deductive process at English lessons in secondary education institutions. *Збірник наукових праць «Проблеми сучасної психології».* Кам'янець-Подільський, 2020. Вип. 50. С. 31–52. URL: https://doi.org/10.32626/2227-6246.2020-50.31-52.

Ivashkevych, Ernest. Psychological Paradigm of the Implementation of Awakening-Motivational, Analytical-Synthetic and Executive Phases into the Process of Translation Activity. *Збірник наукових праць «Проблеми сучасної психології».* Кам'янець-Подільський, 2023. Вип. 61. С. 30–50. URL: https://doi.org/10.32626/2227-6246.2023-61.30-50

Максименко С., Ткач Б., Литвинчук Л., Онуфрієва Л. Нейропсихолінгвістичне дослідження політичних гасел із зовнішньої реклами. *Psycholinguistics. Психолінгвістика. Психолингвистика.* Переяслав-Хмельницький, 2019. Вип. 26(1). С. 246–264. https://doi: 10.31470/2309-1797-2019-26-1-246-264. URL: https://psycholing-journal.com/index.php/journal/article/view/715.

Mykhalchuk N., Bihunova S. The verbalization of the concept of "fear" in English and Ukrainian phraseological units. *Cognitive Studies | tudes cognitives.* Варшава (Польща), 2019. С. 11. URL: https://doi.org/10.11649/cs.2043.

Mykhalchuk N., Ivashkevych Er. Psycholinguistic Characteristics of Secondary Predication in Determining the Construction of a Peculiar Picture of the World of a Reader. *Psycholinguistics. Психолінгвістика. Психолингвистика.* Переяслав-Хмельницький, 2019. Вип. 25(1). С. 215–231. URL: https://doi.10.31470/2309-1797-2019-25-1-215-231.

Mykhalchuk N., Onufriieva L. Psychological Analysis of Different Types of Discourse. *Збірник наукових праць «Проблеми сучасної психології».* Кам'янець-Подільський, 2020. Вип. 50. С. 188–210. URL: https://doi.org/10.32626/2227-6246.2020-50.188-210.

Mykhalchuk N., Plakhtii A., Panchenko O., Ivashkevych Ed., Hupavtseva N., Chebykin O. Concept «ENGLAND» and its Subconcepts in the Consciousness of Ukrainian Students. *PSYCHOLINGUISTICS.* Переяслав, 2023. Vol. 34(2). P. 6–47. URL: https://doi.org/10.31470/2309-1797-2023-34-2-6-47.

Онуфрієва Л.А. Розвиток професіоналізму майбутніх фахівців соціо-
номічних професій: соціально-психологічний вимір: монографія.
Київ: Видавець Бихун В.Ю., 2020. 320 с. ISBN 978-617-7699-08-7

References

Alexandrov, A.A., Boricheva, D.O., Pulvermüller, F., & Shtyrov, Y. (2011).
Strength of word-specific neural memory traces assessed electrophysi-
ologically. *PLoS ONE,* 2–29. Retrieved from https://doi.org/10.1371/
journal.pone.0022999.

Aleksandrov, A.A., Memetova, K.S., & Stankevich, L.N. (2020). Referent's
Lexical Frequency Predicts Mismatch Negativity Responses to New
Words Following Semantic Training. *Journal of Psycholinguistic Re-
search,* 49, 187–198. Retrieved from https://doi.org/10.1007/s10936-
019-09678-3.

Arbuthnott, K., & Frank, J. (2000). Executive control in set switching:
Residual switch cost and task-set inhibition. *Canadian Journal of
Experimental Psychology,* 54, 33–41. Retrieved from https://doi.
org/10.1037/h0087328.

Batel, E. (2020). Context Effect on L2 Word Recognition: Visual Versus
Auditory Modalities. *Journal of Psycholinguist Research,* 49, 223–245.
Retrieved from https://doi.org/10.1007/s10936-019-09683-6.

Bates, D., Maechler, M., Bolker, B., & Walker, S. (2014). lme4: Linear
mixed-effects models using Eigen and S4. *Journal of Package Version,*
1(7), 1–23.

Beauvillain, C. (1994). Morphological structure in visual word recognition:
Evidence from prefixed and suffixed words. *Language and Cognitive
Processes,* 9(3), 317–339.

Blagovechtchenski, E., Gnedykh, D., Kurmakaeva, D., Mkrtychian, N.,
Kostromina, S., & Shtyrov, Y. (2019). Transcranial direct current sti-
mulation (tDCS) of Wernicke's and Broca's areas in studies of language
learning and word acquisition. *Journal of Visualized Experiments,* 37–
59. Retrieved from https://doi.org/10.3791/59159.

Booth, J.R., MacWhinney, B., & Harasaki, Y. (2000). Developmental dif-
ferences in visual and auditory processing of complex sentences. *Child
Development,* 71(4), 981–1003.

Brédart, S. (1991). Word interruption in self-repairing. *Journal of Psy-
cholinguistic Research,* 20, 123–137. Retrieved from https://doi.
org/10.1007/bf01067879.

Caramazza, A., Laudanna, A., & Romani, C. (1988). Lexical access and in-
flectional morphology. *Cognition,* 28(3), 297–332.

Chen, Q. (2022). Metacomprehension Monitoring Accuracy: Effects of Judg-
ment Frames, Cues and Criteria. *Journal of Psycholinguistic Research,*

51(3), 485–500. Retrieved from https://doi.org/10.1007/s10936-022-09837-z

Cilibrasi, L., Stojanovik, V., Riddell, P., & Saddy, D. (2019). Sensitivity to Inflectional Morphemes in the Absence of Meaning: Evidence from a Novel Task. *Journal of Psycholinguist Research,* 48, 747–767. Retrieved from https://doi.org/10.1007/s10936-019-09629-y.

Honcharuk, N., & Onufriieva, L. (2018). Psykholohichnyi analiz rivniv pobudovy komunikatyvnykh dii [Psychological analysis of the levels of construction of communicative actions]. *Psycholinguistics. Psykholinhvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics,* 24(1), 97–117. Retrieved from https://doi.10.31470/2309-1797-2018-24-1-97-117.

Ivashkevych, Ed., & Koval, I. (2020). Psykholohichni pryntsypy orhanizatsii deduktyvnoho protsesu na urokakh anhliiskoi movy v zakladakh serednoi osvity [Psychological Principles of Organization of the Deductive Process at the English Lessons at Secondary Schools]. *Zbirnyk naukovykh prats «Problemy suchasnoi psykholohii» – Collection of research papers "Problems of modern psychology",* 50, 31–52. Retrieved from https://doi.org/10.32626/2227-6246.2020-50.31-52

Ivashkevych, Er. (2023). Psychological Paradigm of the Implementation of Awakening-Motivational, Analytical-Synthetic and Executive Phases into the Process of Translation Activity. *Zbirnyk naukovykh prats «Problemy suchasnoi psykholohii» – Collection of research papers "Problems of modern psychology",* 61, 30–50. Retrieved from https://doi.org/10.32626/2227-6246.2023-61.30-50

Maksymenko, S., Tkach, B., Lytvynchuk, L., & Onufriieva, L. (2019). Neiropsykholinhvistychne doslidzhennia politychnykh hasel iz zovnishnoi reklamy [A neuropsycholinguistic research of political slogans from outdoor advertising]. *Psycholinguistics. Psykholinhvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 26(1), 246–264. https://doi.10.31470/2309-1797-2019-26-1-246-264. Retrieved from https://psycholing-journal.com/index.php/journal/article/view/715.

Mykhalchuk, N., & Bihunova, S. (2019). The verbalization of the concept of "fear" in English and Ukrainian phraseological units. *Cognitive Studies | Études cognitives*, Warsaw (Poland), 11. Retrieved from https://doi.org/10.11649/cs.2043.

Mykhalchuk, N., & Ivashkevych, Er. (2019). Psycholinguistic Characteristics of Secondary Predication in Determining the Construction of a Peculiar Picture of the World of a Reader. *Psycholinguistics. Psykholinhvistyka. Psikholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguis-*

tics, 25(1), 215–231. Retrieved from https://doi.10.31470/2309-1797-2019-25-1-215-231.

Mykhalchuk, N., & Onufriieva, L. (2020). Psychological Analysis of Different Types of Discourse. *Zbirnyk naukovykh prats «Problemy suchasnoi psykholohii» – Collection of research papers "Problems of modern psychology"*, 50, 188–210. Retrieved from https://doi.org/10.32626/2227-6246.2020-50.188-210.

Mykhalchuk, N., Plakhtii, A., Panchenko, O., Ivashkevych, Ed., Hupavtseva, N., & Chebykin, O. (2023). Concept «ENGLAND» and its Subconcepts in the Consciousness of Ukrainian Students. *PSYCHOLINGUISTICS, 34(2)*, 6–47. Retrieved from https://doi.org/10.31470/2309-1797-2023-34-2-6-47.

Onufriieva, L.A. (2020). *Rozvytok profesionalizmu maibutnikh fakhivtsiv sotsionomichnykh profesii: sotsialno-psykholohichnyi vymir [The development of the professionalism of future specialists of socionomic professions: socio-psychological aspect]*. Kyiv: Publisher Bykhun V.Yu. ISBN 978-617-7699-08-7.

Івашкевич Ернест. Формування образу світу майбутніх перекладачів через психологію дискурсу.

Мета нашого дослідження *– висвітлити типи лексичних одиниць та їх взаємозв'язок, виділити п'ять типів фреймових структур, які значною мірою визначають формування образу світу майбутнього перекладача.*

Методи дослідження. *Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Емпіричним методом є метод констатувального дослідження.*

Результати дослідження. *Формування образу світу майбутніх перекладачів полягає у формуванні комунікативної компетентності студентів; усвідомленої позитивної мовленнєвої поведінки; оволодінні нормами сучасної української літературної мови; набутті навичок оперування термінологією майбутнього фаху; уміння користуватися різними функціональними стилями й підстилями в освітній діяльності та професійній сфері; формуванні навичок комунікативно виправданого використання засобів мови з дотриманням етикету професійного спілкування; забезпеченні вмінь грамотного укладання майбутнім перекладачем фахової документації.*

Висновки. *Залежно від типу лексичних одиниць та їхнього взаємозв'язку, ми розрізняємо п'ять типів фреймових структур, які великою мірою визначають становлення образу світу майбутнього перекладача: 1) змістовий фрейм, в якому одна і та ж сама сутність, зміст тощо характеризується своїми кількісними, якісними, екзистенційними, позиційними і темпоральними характеристиками; 2) трансформаційний фрейм, у якому кілька елементів, які є учасниками певної події, присвоюються ролі; 3) посесивний фрейм, який містить предметні сутності дещо / дехто, які співвідносяться між собою як ціле та його частина: фрейм характеризується певними смисловими характеристиками; ціле складається із різних частин; 4) таксономічний або ідентифікаційний фрейм представляє окреме відношення категоризації; 5) компаративний фрейм, який ілюструє відносини подібності, які ґрунтуються на зближенні концептів у сприйнятті людини.*