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USING INTUITION AWAKENING FOR TRANSLATORS TO FORM METHODOLOGICAL COMPETENCE

Abstract. The article is devoted to the analysis of the notion intuition. We analyzed how it is studied in different spheres of life. The conclusion is that much depends on the approach of a scientist, his aim and positive or negative attitude to the use of intuition. We integrated some of them. We studied it from the point of view of translator’s methodological competence formation based on the revision and updating of the content of education. Translator’s activities such as scientific-research, organizational and managerial activities were in the focus of our attention. We have worked out some recommendations on how to develop intuition that will lead to creative activities of students of Philology. They are connected with the development of auditing skills.

Keywords: content of education, intuition, methodological competence, qualifications.

Analysis of the existing situation in the theory and practice of higher education showed that there are controlled and uncontrolled factors in it. It is through controlled factors that this process can be influenced. Under the controlled educational process we understand the system of scientific-methodical and pedagogical measures aimed at the development of personality through the formation and application of its competencies [1, Part I, Article I, paragraph 16]. The content of education is the main controlled factor of influence. According to the Law on Higher Education, “Participants in the educational process in higher educational institutions are:

1) scientific, scientific-pedagogical and pedagogical workers,

2) applicants for higher education and other persons studying in higher educational institutions,
3) practitioners involved to the educational process in educational and professional programs;

4) other employees of higher educational institutions.2. Employers may be involved in the educational process. ” [2, Section X. Participants in the educational process, Article 52. Categories of participants in the educational process, paragraphs 1, 2]. All participants in the educational process: students, pedagogical, scientific-pedagogical and scientific workers, parents of students, individuals who conduct educational activities; other persons provided by special laws and involved in the educational process in the manner prescribed by the educational institution, participate in the educational process of joint activities, which should provide the main component of the system: qualifications and competence. "Qualification - a standardized set of competencies (learning outcomes) acquired by an authorized subject and certified by a relevant document; competence - a dynamic combination of knowledge, skills, abilities, ways of thinking, views, values, other personal qualities that determine a person's ability to successfully socialize, conduct professional and / or further educational activities "[1, Section I, Article 1, paragraphs 14,15), and learning outcomes - knowledge, skills, abilities, ways of thinking, attitudes, values, other personal qualities acquired in the process of learning, education and development, which can be identified, planned, evaluated and measured and which a person is able to demonstrate after the completion of the educational program or individual educational components "[1, Section I, Article 1, paragraph 22].

A promising area of higher school reform is the development of didactic principles of one of the types of competencies - methodological competence based on the revision and updating of the content of education.

In the works of domestic and foreign scientists (N. Aristova, N. Bibik, I. Zymnya, O. Dubasenyuk, O. Kovtun, J. Kodlyuk, O. Lokshina, V. Lugovyi, E. Luzik, P. Luzan, O. Malikhin, Y. Malovany, V. Ognevuyk, O. Savchenko, S. Sysoeva, N. Terentyeva, V. Yagupov, L. Khoruzha, N. Chernukha, J. Raven) competence approach in higher professional education was thoroughly researched. We can find a lot of theoretical approaches to competence classification. According
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to I. Zymnya[3] there are three groups of competencies, but for our research the opinion that the competencies of the third group concerning human activity are necessary for formation in joint activity is especially important. They are: competence of cognitive activity: formulation and solution; cognitive tasks; non-standard solutions, problem situations – their creation and solution; productive and reproductive cognition, intellectual activity; competences of activity: game, training, work, means and methods; activities: planning, design, modeling, forecasting, research activity, orientation in different types of activity; competences of information technologies: reception, processing and delivery; information; transformation of information (reading, taking notes), mass media, multimedia technologies, computer literacy; possession of electronic Internet technology.

We base our research on the solution of the strategic problems in modern Ukrainian education in the context of the Bologna process (A. Aleksyuk, B. Bokut, J. Bolyubash, I. Zyazyun, L. Kondrashova, V. Kremen, N. Kuzmina, Z. Kurland, O. Molibog, N. Nychkalo and others), priority goals in the training of the future highly qualified specialist, capable in his professional activity to joint activity (M.M. Bakhtin, O.O Leontiev, Z.V Kornaeva, I.L Bim and other scientists). According to S.S. Yeltsova translator’s activities can be subdivided into production and practical activities, scientific-research, organizational and managerial activities [4, p.469-470].

The aim of our research within this article is to clarify the role of intuition in the formation of the competence of cognitive activity of students of philology and to generalize scientific approaches to the definition of the concept.

1. The historical study of the problem shows interest of scientists in different fields to the concept. Psychological treatment of the phenomenon is considered from positions of situationality. By situation we mean the communication of two or more partners who have a specific goal, who act in certain roles (both real and imagined) and act in certain circumstances and at certain times. In the course of the game there is an imaginary situation in which the child communicates with the imaginary partner. This is the so-called quasi-communication. Playing in such a situation frees the child from addiction. [5, pp.201-237]
Linguistic meaning of the term can be found in dictionaries. If translated from Latin the term means contemplation, reason, vision. From the standpoint of linguistic lexicological research, the word has the basic and contextual meaning of:

\[ \text{intuition(noun)} \ [\text{C or U}] \text{ “UK /ˌɪn.tjuˈɪʃən/ US /ˌɪn.tuˈɪʃən/; C2 (knowledge from) an ability to understand or know something immediately based on your feelings rather than facts.}\]

The meaning of a word can also be understood through synonyms. In Thesaurus, synonyms and related words are connected to a person's ability to predict, make signs, and prophesy. These are such words as: augur, augury, bellwether, betcha, bode, far-sighted, intuit, intuitive, nasty, omen, ominous, projection, prophetic, psychic, read sb's mind - idiom, read sb's palm - idiom, read the runes - idiom, scenario, scent, visionary. [6]

Additional meanings of it are in the American version of the English language.

\[ \text{“Intuition, noun [C / U] US /ˌɪn.tuˈɪʃən/ an ability to understand or know something without needing to think about it or use reason to discover it, or a feeling that shows this ability (the ability to understand or know something without having to think about it or use the mind to find it, or the feeling that demonstrates this ability): [U] You should trust your intuition in making your decision. [C] Hank's intuitions were right.}\]

Different connotative meanings for the word 'intuition' can be found in examples in Wikipedia. Intuition is the ability to acquire partial knowledge without inference or the use of reason. Wikipedia (incomplete knowledge). Beyond that, the nature of intuition is hotly debated. Wikipedia (debatable nature of the concept)

In Wikipedia intuition from the standpoint of the science is a purely intuitive perception of space; or anyone's ability to develop it; or natural intuition as a more formal argument; or synonymous with irrationality, improvisation, which is a source of creative extreme experience; or a hint source, carrier of some information about the problem; or conditions of intuition that make it accurate; or levels of impact on people, or coach's ability to predict an opponent's style of play as an advantage)[7]

It is purely feminine quality that women want to develop (in Europarl Parallel).
Intuition also handles user input events, such as, input from the keyboard and mouse as well as an additional function that controls actions when using the keyboard and computer mouse, as correct but not used in a timely manner quality.[7]

So the meanings in dictionaries and examples of use clarify the meaning of the word intuition depending on the situation and scope and context.

We also consider it from the standpoint of scientific research teaching, when students start scientific-research activities. According to our experience of supervision, young people perceive science at the level of their understanding, i.e. try to adapt scientific facts. A kind of initial form of assimilation of scientific knowledge and even scientific-like creation - dilettantism in science-takes place. Firstly, students - philologists superficially learn philological concepts such as language, speech to clarify the nature of such a complex phenomenon as the language system and its subsystems: phonetic, lexical, grammar and others. They lose the peculiarity of the language they are learning (for example, English or native) and knowledge they get is somewhat primitive. They reduce all this to a single conceptual scheme.

But as in any phenomenon, this concept has a positive meaning, because it is the initial stage of scientific research and thus achieves a kind of integrity. Students - philologists study philological sciences and then related psychological and pedagogical disciplines. Secondly, independent theorizing begins, from which a person gets some pleasure. The student plunges into related sciences, cooperation and communication with the supervisor, which often leads to serious and meaningful research. The young researcher develops a commitment to the ideal of the scientist. Certain traits needed to perform scientific activities are developed. Initially, such an ideal may be the supervisor of the scientific work or a philologist, whose work the student has read. When theoretical thinking is formed, the ideal gradually dies.

The content of the ideal is theoretical consciousness. This is the way scientific knowledge - entry into the intellectual-terminological element starts. For a student of philology, this terminological element is philology. It is the object of intuitive comprehension. All philological theories are created to explain "primitive linguistic and speech facts." But they also hinder them. The contradiction between the
symbolism of expression and what is expressed poses a barrier in front of a young researcher. If he overcomes this barrier, he will see the essence of the subject and the symbolism will come by itself. It does not matter how he achieved this: the process of imitation or the original creative search.

In the imagination of a scientist - philologist an intuitive vision of the phenomenon under study in conjunction with its features, characteristics and real forms of existence formed. "Such an 'intuitive event' is inherent not only in the process of theoretical, scientific creation of the individual; in a certain form it takes place in artistic, experimental creation, and so on. However, the theoretical consciousness in the situation of intuitive comprehension determines the scientific, theoretical orientation of the images of the world created by intuition, specific phenomena, processes "[8,p. 266]].

The methodological definition of intuition can be found in Thesaurus of the methodical worker: “INTUITION (Latin intuito, from intueor - I look closely) - the process of direct acquisition of knowledge through a holistic grasp of the problem situation without its discursive derivation and proof. Sensory Intuition precedes understanding, is expressed independently of intelligence in images and other sensations. Intellectual Intuition is a form of direct intellectual grasping of the essence of phenomena. It is caused by big preliminary cognitive activity, long creative searches and rich social experience of the person. Intuition has a subconscious character, only the result is realized. It cannot replace detailed logical cognition, abstract thinking. "[9,p.31]. Students - philologists, studying teaching methods, grasp the holistic pedagogical situation, get acquainted with the most famous methodological areas, systems and methods, forms and means of teaching a foreign language, as well as form the basis ability to creatively apply their knowledge in practice, taking into account specific conditions. It is necessary to rely on both logical cognition and intuition, which precedes cognitive activity”. In pedagogical dictionaries, intuition is a specific ability of a person to comprehend the truth of direct logical substantiation, proof: a peculiar type of thinking in which certain parts of the thought process take place unconsciously, and only the result of the truth is very clearly understood. Intuition of feelings comes before
understanding. And it is expressed independent of intellect in images and other feelings. Intellectual intuition is a form of intellectual grasp of the essence of phenomenon. It is preconditioned by the previous cognitive activity, long creative search and rich social experience of a person. Intuition can understand only their result, it cannot substitute logical cognition in abstract thinking [9,68-69]

Web developers think of it as a collective mind from the standpoint of those who create sites for ordinary users.

We also consider the issue of pedagogical intuition and its role in shaping teacher competence[10]

There are also several researches that deal with teaching intuition in business. K.V.Priporas showed the gap between the content of teaching programs and real life demand from employers. He developed and enhanced methods of teaching based on intuition for future marketing decision makers. He also mentioned program for MBAs, which content includes several general principles and forming corresponding intuition skills. He demonstrated how students can be exposed to new business to business case materials and stimulating them to use intuitive problem solving. He comes to the conclusion that “it is imperative for business school to offer programs that integrate intuition in their curricula to meet the current industry standards as well as theoretical and pedagogical approaches(Smith et al., 2017) and thus improve students’employability(Moore et Morton, 2017)”[11,p.16]. His idea that a balance between rational and irrational should be found can be applied to the creation of programs for translators. It will stimulate educators to go beyond traditional content of teaching and stimulate the formation of methodological competence of students on a higher level. Another idea that can be considered general and be applied to the training of philologists is that other models include the use of guest speakers, who discuss their personal uses of intuition in solving translation problem.

Intuition is also studied as one of the types of knowledge(tacit knowledge opposed to explicit knowledge). Knowledge management theory is extended to the educational domain by J Hodges, R Freeze [12].They also quote Polanyi idea that all knowledge is on the continuum between the tacit and explicit knowledge. [12, pp 115-116.
“Any recognized knowledge can never be at the extremes of the continuum (i.e. fully tacit or explicit)”[13]

Five approaches to the understanding if intuition are proposed by Rocco Palumbo, Giulia Flamini, Mohammad Fakhar Manesh, Damiano Petrolo:

1. unconsciously used strategy to deal with the uncertainty that inherently affects entrepreneurial ventures. 2.basis in the entrepreneurs’ impulsivity, emotions in decision making.3 integration of both rationality and intuition as ability to keep up with the erratic rhythm of the decision making dance. 4. An incent of entrepreneurs’ ability to thrive in complex and unpredictable environments.5, generator of drawbacks on entrepreneurs’ meta-cognitive knowledge, which should be carefully recognized. They come to the conclusion that it is the crucial factor in entrepreneur’s ability to fill in the gap between rationality and uncertainty.[14]

Vinod U. Vincent, Rebecca Guidice, Neal P. Mero researched it in terms of hiring decisions. They concluded that when recruiting for complex jobs, interviewer expertise does increase the quality of intuitive hiring decisions.[15]

We have presented the results, which we enlarged with new researches in the form of a table.

### Table 1

<table>
<thead>
<tr>
<th>№</th>
<th>Approach/author</th>
<th>The definition of the notion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Philosophical/Plato</td>
<td>contemplation of ideas is a kind of direct knowledge or contemplation (intellectual intuition), which comes as a sudden supersensible illumination, which admits, however, the long preparation of reason.</td>
</tr>
<tr>
<td>2</td>
<td>Philosophical/Descartes</td>
<td>under intuition, he understands not the belief in the shaky testimony of feeling, and not the deceptive judgment of a messy imagination, but the notion of clear and careful reason, so simple and clear, expressive, that leaves no doubt that we are thinking that one and the same persistent notion of clear and attentive mind generated only by the natural light of reason and due to its simplicity more probable than deduction itself.</td>
</tr>
<tr>
<td>3</td>
<td>Philosophical/Ludwig Feuerbach</td>
<td>interpreted this concept as a sensual contemplation</td>
</tr>
<tr>
<td>4</td>
<td>Psychological/Henry Bergson</td>
<td>instinct without prior learning of defining form of behavior</td>
</tr>
<tr>
<td>5</td>
<td>Psychological/Sigmund Freud</td>
<td>hidden, unconscious principle of creativity</td>
</tr>
</tbody>
</table>
## Table continuation 1

<table>
<thead>
<tr>
<th></th>
<th>Authors of modern intuitionist philosophical trends</th>
<th>Divine illumination as an entirely unconscious phenomenon is incompatible with life experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Psychological O.V. Kirichuk, V.A. Romenets, T. S. Kirilenko, I.P. Manoha, V.M. Piskun, V.O. Tatenko, T.M. Titarenko</td>
<td>intuition is considered from the standpoint of the actual meaning of psychological phenomena: the phenomenon of situationality</td>
</tr>
<tr>
<td>7</td>
<td>Linguistic Lexicographical In the British variant of modern English</td>
<td>According to the meaning of intuition, translated from Latin. It means contemplation, discretion, vision.</td>
</tr>
<tr>
<td>8</td>
<td>Linguistic Lexicographical In the American variant of modern English</td>
<td>the ability to understand or know something without having to think about it or use the mind to find it or a feeling that demonstrates this ability</td>
</tr>
<tr>
<td>9</td>
<td>Theory of mechanisms of the creative process A. Kestler</td>
<td>as an incentive for fantasy, and as a condition, as the first step to creative activity, creative thinking</td>
</tr>
<tr>
<td>10</td>
<td>Methodical Demchenko V.V.</td>
<td>The thesaurus of the methodologist: &quot;INTUITION (Latin intuito, from intueor - I look closely) - the process of direct knowledge acquisition through the holistic seizing of the problem situation without discursive deduction and proof. Sensual Intuition precedes understanding, expressed irrespective of intelligence in images and other sensations. Intellectual Intuition is a form of direct intellectual capture of the essence of phenomena. Intuition is due to a large prior cognitive activity, long creative pursuits and rich social experience of man. Intuition has a subconscious character, only the result is realized. It cannot replace expanded logical knowledge, abstract thinking.</td>
</tr>
<tr>
<td>11</td>
<td>Pedagogical Vocabulary Goncharenko O.Yu.</td>
<td>&quot;Intuition is the specific ability of an individual to comprehend the truth of a direct logical justification, proof: a kind of thinking in which the separate parts of the process of thinking pass unconsciously, and very clearly aware of only the summing up of the thought of truth. It is enough to achieve the truth, but in order to convince others of the truth the evidence is necessary; specific ability (for example, artistic or scientific) and as &quot;the holistic coverage&quot; of the conditions of the problem situation (sensual I., intellectual I.) and as a mechanism of creative activity (creative I.)</td>
</tr>
<tr>
<td>12</td>
<td>From the standpoint of web developers Max Planck</td>
<td>intuition a - something that is less related to sudden understanding, but more to an understanding of which information is important, and which can be discarded as unnecessary</td>
</tr>
<tr>
<td>13</td>
<td>Synergetic Gerd Jigerenser</td>
<td>Intuition is less related to the &quot;knowledge&quot; of the correct answer, and more with the &quot;instinctive&quot; understanding</td>
</tr>
</tbody>
</table>
15. **Activities**  
Theo Humphreys  
denies that the intuitive design can be described as "understandable without the use of instructions". This is so when the object is right for most people because they share a common understanding of how things work.

16. **Philological analytical Vils**  
Philological Empirical variational Hennig  
I. as uncontrolled mental processes. Intuition includes such phenomena as spontaneous associations between words and concepts, spontaneous determination of accuracy or equivalence, where no conscious rule is involved; and the spontaneous determination of acceptability (in relation to the community in which the translation is made) where the conscious rule is not involved.  
Opposite opinion: it is logical cognitive processes that serve to lead to the management or structure of translation intuition, which always accompanies almost all translation processes. Hennig conceptualizes the cognitive-intuitive series of processing, where controlled processes vary with intuitions, which can neither be predicted nor described.

17. **Integrative**  
From the point of view of the abstract and reflexive aspects of the Vygotsky and Piaget theory and the concrete intuitionist skills development styles developed by the Dreyfus brothers on its basis Havard Asvol[16]  
these approaches to the definition of intuition can complement each other and concentrate on a more accurate understanding of how to master these skills and implement them in the practice of learning.

18 **Business training**  
Rocco Palumbo, Giulia Flamini, Mohammad Fakhar Manesh, Damiano Petrolo:  
Strategic approach and strategy in training entrepreneurs

19 **Business training**  
Rocco Palumbo, Giulia Flamini, Mohammad Fakhar Manesh, Damiano Petrolo.  
Influence on emotions in decision-making

20 **Business training**  
Rocco Palumbo, Giulia Flamini, Mohammad Fakhar Manesh, Damiano Petrolo:  
Integration to keep up with rhythm in decision-making

21 **Business training**  
Rocco Palumbo, Giulia Flamini,  
A push to entrepreneurs to participate in complex and unpredictable place of a situation
The notion of intuition is very complicated and can be studied from different angles in various spheres of life. As can be seen from the table all scientists consider intuition as an ability, which is less related to knowledge, and is a step to creative activity. A systemic approach pays more attention to the definition of intuition’s input, process and output elements, which can be neither controlled nor described.

We were interested in psychological-pedagogical activities definition, in which intuition is treated as a process in which an instructor performs acts of coding and decoding, sorting and other acts, which he can use when making pedagogical decisions. We also considered intuition from the point of view of student’s activities: production and practical activities, organizational and managerial activities, which consist of speech acts. We can consider the formation of intuition as one of the controllable factors in the process of the choice of content of teaching and base it on the integrative approach.

We studied different points of view on methodological competence and made general analysis of the structure of students of Philology methodological competence: methodological knowledge, skills, abilities and intuition in our
previous research. Then we concentrated on how to develop intuition of students of Philology. We regarded methodological competence as a constituent of professional competence like red rose is a constituent of flowers group of Flora. In the narrow meaning “methodological competence” is understood as content analysis, in the wide meaning the notion understanding depends on the approach. The modern approach should integrate the best in them on a new spiral of research and be the unity of these two. We have worked out some recommendations on how to develop intuition that will lead to creative activities of students of Philology. They are connected with the development of auditing skills. Let us illustrate this with the help of the example. Situation 1.Gaps in perception. Task to the students. You are interpreting the text. Listen to these four people speaking in a great noise and define what variant of the English language they speak:

A)BE 2)AE 3)AuE 4) NZE. Choose the variant of translation:

1) Зі змінами у мові можуть бути пов’язані також різноманітні зміни у різних місцях.

2) Зі змінами у мові можуть бути пов’язані також різноманітні зміни у різних розумних межах.

3) Різні розумні зміни виражені різними способами по мірі змін у мові.

4) По мірі того як відбуваються зміни у мові вони можуть добре змінювати мову різними шляхами в різних підсистемах.

5) Різні розумні зміни виражені різними способами по мірі змін у мові.

The formation of intuition in chosen situations may become crucial in the formation of it and the factors that influence it will become controllable.

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