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## **THE ROLE OF THE INTELLECTUAL MOBILITY OF STUDENTS IN MODERN EDUCATIONAL PROCESS**

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The problem of the intellectual development of a person was and remains one of the priorities in psychological and pedagogical science. Therefore, one of the main tasks facing the modern high school is the education of active attitude to acquiring knowledge, teaching students to think independently and make decisions quickly and the development of their intellectual and creative abilities and skills.

In modern psychological science, intelligence is associated with thinking that, as a cognitive mental process, completes the processing of information received from the outer world. Thinking forms concepts about objects and understanding of their relationships. Also available concepts are the initial basis for the formation of individual behavior.

Thus, intelligence is characterized by a set of various mental operations and abilities that determine the quality of the thinking process and ensure the success of the cognitive activity of an individual. One of the essential characteristics of intelligence is its mobility.

The intellectual mobility is related to the concepts of "intelligence" and "mobility" and determines the peculiarities of the thinking activity of an individual, a student in particular.

In a broad sense, intelligence (from the Latin *intellectus* - "understanding", "comprehension") is, on the one hand, a separate structure of the human brain, on the other - a psychological process that occurs in it. Human intelligence determines the social usefulness of a person, their individual characteristics, style and strategy for solving life problems and situations, serves as the main detection of the mind, acts as the basis of knowledge of reality.

The concept of "mobility" (from the Latin *mobilis* - mobile, capable of rapid movement, action) entered pedagogy from other sciences (sociology, psychology and economics).

Taking into account the essential signs of intelligence, the etymology of the term "mobility" and extrapolating the interpretation of mobility from sociology and psychology to pedagogical science, the intellectual mobility is defined as the integrated personal formation that includes intellectual skills, abilities and personal qualities that enable a person to find, process and apply information quickly, make decisions and act promptly in standard and non-standard situations, implement effectively the acquired knowledge and choose optimal methods of performing educational tasks.

The analysis of scientific literature gave reasons to find out that the mobility is an important characteristic of the intelligence of an individual. The intellectual mobility plays a guiding role in a person's life, contributes to their self-determination, self-realization and self-actualization. It is also an indicator of the intellectual development level of a person and a criterion for their social adaptation.

The intellectual mobility of a student is defined as an integrated personal formation that includes intellectual skills, creative abilities and personal qualities that enable them find, process and apply information quickly, make decisions and act quickly in standard and non-standard situations, implement effectively the acquired knowledge, choose optimal ways of performing tasks of both reproductive and creative nature.

It is found that the intellectual mobility of an individual is primarily manifested in intellectual skills, the basis of which are thinking operations that ensure discovering, processing and application of information in the educational process. It is proven that

the success of the intellectual mobility formation of students is largely determined by their personal qualities (energy, determination, will, activity, independence, diligence, prudence and the ability to make decisions).

It is established that the peculiarities of the intellectual mobility of students are related to the improvement of their formal-logical and formal-operational thinking, qualitative changes in all aspects of their mental activity, which contribute to the mastery of complex intellectual operations of analysis and synthesis, theoretical generalization and abstraction, argumentation and proof, abilities to establish cause-and-effect relationships, etc.

The ways of the intellectual mobility formation of students are substantiated and experimentally verified. More often can be offered:

- introduction of active learning methods that require intellectual tension;
- quick application of the information (knowledge) for prompt decision-making;
- implementation of the computer support for the learning process as they perform creative tasks that involve of new decisions finding based on mastering the methods and mechanisms of heuristic work.

The criteria and indicators of the of the intellectual mobility levels formation of students are clarified as:

- cognitive (knowledge of the intellectual mobility of an individual; quality of thinking, which is manifested in speed, originality, flexibility, imagery and spontaneity of mental operations);
- operational (formation of intellectual skills);
- personal (manifestation of personal qualities that characterize the intellectual mobility of students);
- reflexive (formation of reflective skills and adequacy of self-assessment).

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