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**OPTIMIZATION OF PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS  
FOR DEVELOPING SCIENTIFIC RESEARCH COMPETENCES  
IN TRANSLATOR TRAINING  
(ON THE EXAMPLE OF THE DISCIPLINE  
“BASIC THEORY OF THE GERMAN LANGUAGE”)**

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### Abstract

In the context of the accelerating pace of scientific and technological progress and the growing demand for graduates with a scientific attitude and an aspiration to apply and create innovations, the problem of the development of students' scientific research competences is becoming a priority. The search of the solution to this problem promotes a further scientific research based on the modern specifics of different university degree programmes in addition to well-known scientific works. For this reason the author has conducted a scientific research aimed at optimization of the development of future translators' scientific research competences. As a part of the research, the author has analyzed works of scholars from Russia and abroad which reveal the essence, the content and the components of competences necessary for the efficient scientific research, as well as describe special aspects of organization of scientifically-oriented learning process. As a result of the research the author has developed the complex of psychological and pedagogical conditions for developing scientific research competences in the process of teaching the

discipline “Basic Theory of the German Language” to the bachelors of linguistics and research supervising of the students’ course projects for this discipline aimed at students’ transition to higher levels of scientific research competences. The theoretical and empirical data obtained as a result of the research allow to conclude that the use of the complex actively assists in the focused formation of students’ scientific thinking and a scientific approach to solution of research tasks and, consequently, contributes to the optimization of the development of future translators’ scientific research competences.

Keywords: psychological and pedagogical conditions, competences, translator training, students’ scientific research, scientifically-oriented learning, course projects, optimization, reflexivity, innovativeness, public image of scientific researchers, psychological safety, professional self-actualization, interactive technologies, monitoring.

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