Further, Lozinsky identified two main types of poetic translation: a restructuring and reconstructing translation. The first one is characterized by an amateurish approach to translated literature. Such a translation does not follow the rules of the original: the translator reproduces the poem as he wishes. The second type of translation — recreating translation — reflects with all possible completeness and accuracy both the content and form of the original. It is obvious that only the translation of the second type can be called a genuine translation.

As we can see, many translators saw their work in different ways, but all of them have a number of basic principles that each of them adhered to. Their vision was reflected in their translation works. And we will see how it works comparing the translations by Boris Pasternak, Samuel Marshak and Mikhail Lozinsky.

D. Sergeyev, Ye. Fedorinov
Д. В. Сергеев, Е. А. Федоринов
НИ ТПУ (Томск)
Научный руководитель З. В. Федоринова

CASE-STUDY TECHNOLOGY AND FLIPPED CLASSROOM APROACH TO TEACHING ENGINEERING STUDENTS

ТЕХНОЛОГИЯ CASE-STUDY И «ПЕРЕВЕРНУТЫЙ КЛАСС» В ОБУЧЕНИИ СТУДЕНТОВ ТЕХНИЧЕСКОГО ВУЗА

In our days the «flipped» approach to teaching has become particularly attractive due to the availability of internet resources that can be easily adopted to any discipline. The integration of ICTs empowers instructors as well as learners, transforming teaching and learning process from being instructor-dominated to student-centered offering them a lot of opportunities to study anytime and anywhere.

In the flipped model, what is usually done in class and what is usually done as homework is flipped. A main principal of this model is that work usually done as homework is better undertaking in class under the direction of the instructor.

A literature review helps us observe the advantages of using the flipped classroom model to the teaching and learning process, such as: the possibility of learning at one's own pace; doing «homework» in class gives instructor the opportunity better

insight into students' problems and their style of learning; classroom time is used more efficiently and creatively; the level of student achievement, interest, and involvement is increased [1].

We surveyed the physics instructors of School of Energy and Power Engineering as well as School of Computer Science and Robotics who used case-study technology in a flipped classroom and they pointed out additional advantages of the flipped model including the following: there is more time to do with students' authentic research; students have more time dealing with scientific equipment being available only in the laboratory; students are actively involved in the learning process and liked it. At the same time, they reported some difficulties, such as: students new to the technology may be originally resistance because it demands that the students do their tasks at home rather than be exposed to the new material at the class, that is why they may be unprepared to their class to participate in the active learning part of the course; the homework must be carefully planned in order to prepare students for the in-class activities. Besides, for most instructors, video is the method of choice for conducting the out-of-class part of the direction. In our survey, instructors said that finding good quality video material is often a big problem for them.

We've found that the successful flipped classroom typically have three main features: the in-class learning environment is highly structured; the in-class activities engage a lot of active learning activities, making students to restore, apply, and expand the material learned at home and these learning activities are usually more simple than those dealt with outside of class being directly relevant to the out-of-class work; besides this, students are stimulated through getting grades, various in-class activities, as well as instructors' expectations to fulfil out-of-class task and attend in-person consultations.

It is worth nothing that instructors have always strive to get students to study on their own, either ahead of time or as homework that is when the real learning happens, not when the teacher is lecturing. The flipped classroom, with its use of videos that engage and focus student learning, offers us a new model for case-study teaching, combining active, student-oriented learning with content mastery that can be applied to deal with real-world problems.

Our research showed that the integration of case-study technology and a flipped classroom into the education process leads to an increase of students' motivation and interest for studying physics. Moreover, it has positive impact on students' self-discipline and self-directedness because students take responsibility for their own learning and it has great pedagogical potential for both instructors and students.

References

1. *Herreid, C. F.* Case studies and the flipped classroom / C. F. Herreid, N. A. Schiller // J. of College Science Teaching. — 2013. — № 42 (5). — P. 62–66.

2. *Evseeva, A.* Use of Flipped Classroom Technology in Language Learning / A. Evseeva, A. Solozhenko // Procedia — Social and Behavioral Sciences. — 2015. — Vol. 206 : Linguistic and Cultural Studies: Traditions and Innovations (LKTI 2017). — P. 205–206.

http://edoc.bseu.by/

Siyu Chen
Сию Чен
Университет Мейсей (Токио)
Научный руководитель Хиромаса Танака

SOCIALIZING AND LEARNING ON THE SOCIAL MEDIA

ОБЩЕНИЕ И ОБУЧЕНИЕ В СОЦИАЛЬНЫХ СЕТЯХ

The current study investigates the learning activities on a social media application. Social networking sites provides people with a platform for socializing and learning across time and space. Therefore, more and more people turn to the social media for different purposes. In this research I explore what and how people are learning on the social media. Participate observation and qualitative interview during of period of one month are conducted through online chatting on a language learning application named HELLOTALK. Then, content analysis is employed to examine the detailed socializing and learning activities and process. My current findings are that language acquisition is enhanced through human relations. Social interaction enriches the process of foreign language learning, and it helps to lead language learning to a broader context of social cultural exchange. Such process of socializing and learning on the social media has fundamental effect of shaping our ways of acting, feeling, interacting, representing, and knowing.