SUMMER INTERNSHIP WITH UNIVERSITY STUDENTS IN THE CONTEXT OF COVID-19 RESTRICTIONS

INTRODUCTION
The modern pace of life is the rapid movement of information technology (IT) into all spheres of life. The competence of IT has received recognition almost in all areas of professional training (BALAGANOV, 2018). The level of implementation of IT (in particular, Internet technologies) in the process of preparing translations in Russian universities is necessary in the progressive development of teaching skills for oral and written translation (including electronic dictionaries, various machine translation systems, etc.). The development of Internet technologies in the educational process forms the necessary range of professional competencies. The development and spread of remote translation of video and audio conferencing has provided a powerful impetus in the development of IT (ALEKSEEVA, 2004).

A computerized learning environment, according to modern concepts, should show very high results in terms of self-study, continuing education courses for staff, etc. Digital resources will stimulate staff for training and self-organization. Distance learning programs can improve the skills of workers, while distance learning programs can be difficult to implement in the modern Russian system, but at the same time they take advantage of opportunities to use technology (BATAEV, 2015; GARBOVSKY, 2019).

The article will consider the problems of distance learning of staff in the framework of professional development. The article includes an analysis of the study of distance learning and the disadvantages of problems with how to deal with distance learning. In recent years, there has been an increase in interest in distance learning in higher educational institutions (ALEKSEEVA, 2004).

Russian organizations, expanding the headquarters of their employees and introducing IT courses, often introduce innovations in the staff training system. IT, first of all, is a tool that can be used in distance learning to solve problems in teaching and learning, using a central force in competitiveness. Companies (BALAGANOV, 2018) view IT as a valuable communication tool between employer and employees, who are thus, provide competitive staff.

THEORETICAL FRAMEWORK
Opportunities for continuing professional development through distance learning remain limited in the Russian employment system. Distance learning can offer a solution that provides an opportunity for staff to continue their education, applying new knowledge and skills directly in their practice, using virtual reality (VR) tools (DEMO, 2014). E-learning is a relatively new phenomenon and is associated with the use of modern communication tools for various learning purposes (MAZLOEV, 2015). Some people may require additional digital literacy in order to successfully participate in everyday life increasingly mediated by technology (MAZLOEV, 2015).

Thus, distance is not a defining characteristic of e-learning. If IT competencies of employees can be improved and their attitude towards online learning is more positive, distance learning can be used as a tool for (MATLATIPOV, RAKHIMBAEVA, 2012). It is assumed that some part of the staff may prefer online courses because of their distinctive advantages, such as higher availability, ability to manage their free time, adjustable learning rate and ability to combine leisure and study (MIKHEEVA, 2006). Online training for continuing education is considered to be such effective as traditional face-to-face training. Distance learning workers can take care of their families and attend online courses, and this can give them the opportunity to work while they pay attention to other things. Distance learning can also benefit staff because of the flexibility in when and where they can participate in their training (POPOV, VASILTSOVA, 2015).
The disadvantages of training boil down to the fact that employees are given a regular lecture file, which they need to master on their own. This method cannot replace traditional lecture. However, for some personality traits, independent study of the lecture material is acceptable, but this indicator should not be generalized. It is very difficult to replace a traditional lecture with an ordinary dry text, because workers should pay much more attention to the problem of self-learning (LATYSHEV, SEMENO

IT can create opportunities for distance learning institutions to provide distance learning platforms that can enable many workers to self-educate. E-learning has become very important in recent years because it can provide continuing education opportunities that were not previously available to staff. In addition, the use of e-learning systems can provide great opportunities for training individual employees who, for whatever reason, cannot attend professional development courses in person, especially women (maternity leave) and people with disabilities or temporarily disabled (illness, family problems, etc.) (SHATALOVA et al., 2010).

It is believed that e-learning (including advanced training courses) was designed for motivated and disciplined workers, since there is no direct contact with the employer, which may increase the demand for their independent work (KAGAL, 2019). Distance learning can improve the skills and competencies of developing such professional skills as the ability to self-study, the ability to plan and to organize, the ability to manage time, the ability to solve problems, the ability to take responsibility, the ability to work under stress and the ability to be proactive (ALESHIN et al., 2001). Realizing that distance learning enables each person to develop the social qualities, which are undoubtedly necessary for modern specialists, e-learning is the key to the success of employees in distance learning (VASILTSOVA, ALEKSANDROVA, 2012; BLINOVA, 2015).

Distance learning is one of the most financially affordable and viable forms of education. However, another significant problem of distance learning for employees is the impossibility of conducting online seminars. However, this problem will soon be solved, as promises in the system of distance education of working staff. The disadvantage of a lack of online seminars can affect the motivation of employees (KOZLOVA, SYCHEVA, 2018).

Distance learning institutions can use technologies that enable people to interact over Internet and promote self-regulatory learning. Distance learning can provide flexible or personalized learning methods for each employee, and his choice will be decisive (VASILTSOVA, ALEKSANDROVA, 2012).

Online technology must be able to enhance staff accessibility. E-learning in distance higher education has the potential to make assistive materials available, interoperable, responsive to the challenges posed by a globalizing world, flexibility, reduced travel costs and environmental impact (SHATALOVA et al., 2010).

Augmented reality (AR) applications in education provide new ways of learning and learning, bridging the gap between the virtual and real world. The benefits of VR and AR system in education are increasingly recognized by researchers on this topic (FEDOROVA, GUDULOVA, 2017). Technology is the biggest factor influencing adult learning today, with digital content and classrooms, online assessments and cloud platforms.

**METHODOLOGY**

In the process of teaching interpretation, special software is now actively used, which is now freely available on Internet. Software products are used to develop the professional competencies of translators. The programs are based on the multifunctional use of video players and recorders (digital recorders). For example, these products include SCICrec 2.1. Teachers use the software platform to teach students to interpret, especially when teaching simultaneous translation in the classroom and can be used by students independently as homework (KHOROSHKO et al., 2021).

The diversity of multimedia content has led to the creation of a tool based on Interpretation e-Learning (CAIT). At this stage, it was decided to create a simulator of the translator’s
professional activity: virtual environment system. Teachers use the platform to test students’ mastery of translation skills (UKHOV et al., 2021).

Private instructors use interpretation platforms to teach students. For example, RSI platform allows translating webinars and online meetings for student testing. Cloud technologies allow improving translation skills, as, for example, allows the Lorgus Global program (ALEKSEEVA, 2004).

The massive open online resource includes video lectures, presentations, tests and assessment assignments for students. This resource is able to develop the skills of translation notation, develop the skills of automated decision-making and also develops the ability to predict the speech of the speaker in order to prepare in advance (IVLEVA, 2010).

The use of the virtual learning environment Moodle has also found its application in the use of university teachers. Moodle uses an active training method. Moodle presents a software package for the production of IT-based courses designed for the educational environment and other environments. The development of communicative competencies in interpretation is becoming important (VEAS INIESTA, ESTAY SEPÚLVEDA, 2021). Moodle allows students to develop their skills in mastering the technology of translation, to be able to predict a monologue or dialogue in the future. Also, the given technology allows teachers and students to work asynchronously. In this case, the quality of interaction can improve, because the workload on students will not be as high as in synchronous communication (ASHBY, 1959; CHADINA, 2016).

Teachers and students will be able to manage the contents of the program package, including working with glossaries and forums. Moodle also takes into account the possibility of integrating information from various information sites. The introduction of Moodle as an interpretation training facilitates the realization of students’ professional translation skills, despite the fact that the training takes place in an artificially created environment. Consequently, the student can regulate his time allotted for translation practice (DEMBO, 2014). The scheme of work of teachers and students in the information environment of Moodle program is such that it contains an independent part of the preparation of students, according to the current algorithm:

- technical stage, which includes acquaintance of students with the components of Moodle program, including registration and content development;
- stage of development (familiarization with the goals, objectives, materials, conditions);
- training stage includes working with tasks and performing exercises according to the recommendations of teachers;
- verification stage (the teacher checks the assignments, sends comments, the student must correct everything by the appointed time);
- final stage includes summing up the work with the software package, including self-analysis of his work by the student.

The use of the Case Study has found application in teaching interpretation at a university quite recently. The case method as a universal interactive method was presented in the formation of educational situations that are based on practical experience using Internet technologies. For the development of decision-making skills in a visual form, multimedia technologies are used, where the student interacts with the virtual environment and has a conversation with the “program” (SALNIKOVA, 2012).

The case method allows simulating the situation and, depending on the chosen case, allows students to express themselves in their specific professional field. Also, this method allows students to psychologically prepare for the situation. Case Study may contain a problem or conflict situation in which it is supposed to choose one of the possible solutions (VEAS INIESTA, ESTAY SEPÚLVEDA, 2021). The purpose of the case method is to encourage students to active mental activity, in which practical skills are consolidated. The professional competence of a translator is based on the strategy of communicating with many people, therefore it is very important to be able to be prepared for any dialogue that requires compliance with ethical
standards, tact, listening skills, etc. (BATAEV, 2015; BLINOVA, 2015). In interpreting activity, the case method works in the following steps:

- information about the case, which contains a situation requiring a solution;
- controversial moments that cause difficulties for students;
- analysis of information on a situational event;
- research of possible methods of solution with the choice of the most effective one;
- reflection on the chosen solution method;
- plan, which is the implementation of the selected solution;
- presentation of the case method with a detailed solution to the audience;
- discussion of all options in the classroom.

The teacher, who works as a translator, will help students to sort out difficult situations from translation practice, offer an illustrative example. The personal aspect in the case method will help students become interested in the situation and show enthusiasm. Thus, the case-method significantly helps in modeling a practical situation (UTKIN, 2012).

The use of linguistic corpora is becoming an integral part in translation education. Linguistic corpuses are also used by teachers for methods of oral teaching of students. Parallel and comparison corpuses also play a role in teaching students, allowing constructions to be analyzed in several languages. Corpuses, in one way or another, represent a universal resource to help teachers create exercises, select examples for the practice of oral teaching (KABAKOV et al., 2021). The use of corpuses will perform the following functions: it contributes to the development of students' analytical activities, allowing them to work with search queries. For example, the NOW corpus contains over 6 billion words, adding daily (VEAS INIESTA, ARBELÁEZ-CAMPILLO, 2021). Thus, the student can visually learn about the applicability of a particular word. It is also freely available in many corpora, for example, a context dictionary with automatic interpretation, Reverso Context, allows the use of special vocabulary. Thanks to the Reverso Context dictionary, we can develop exercises for students, taking into account the focus vocabulary (GARBOVSKY, 2019).

If we consider the problem of simultaneous translation, then there are some limitations for high-quality translation activities due to imperfections in the development of technical equipment, which not all universities can afford. When teaching simultaneous translation, the teacher needs to approach the issue qualitatively, taking into account the mistakes made by the students (VASILTSOVA, ALEKSANDROVA, 2012).

Modern digital educational equipment for universities in order to practice simultaneous translation will automatically record sound in all classrooms at the same time, so that students can listen to the translation in the office and in extracurricular activities. Today there are software solutions such as Sanaco. The simultaneous translation course should be based on providing the student with materials that he will prepare in advance (ALEKSEEEVA, 2004). Empirical teaching methods, the use of artificial intelligence in education and personalized teaching methods are some of the main trends that will continue to revolutionize the learning system. Experiential learning is being implemented in the form of virtual laboratories, social media platforms, virtual and AR tools and gamification of learning (SHATALOVA et al., 2010):

1. Gamification of learning is an effective pedagogy that maximizes staff motivation and engagement by integrating game elements into the learning environment. It is rather innovative way for organizations and rarely applicable.

2. Virtual laboratories are interactive environments for creating and conducting simulation experiments based on real phenomena, so that workers can interact with an experimental apparatus or other activity through a computer interface (nanotechnology in general).
(3) This eliminates the problem of accessibility as well as the lack of physical infrastructure for laboratory training, especially in scientific subjects.

(4) VR allows workers using e-learning platforms on mobile devices to interact directly with the learning material. This keeps them engaged and motivates them to learn more and better.

(5) On the other hand, AR makes it easier for educators to complete tasks that they have not previously done or cannot do in a safe environment.

Together, they all engage staff in a way never before and are poised to become much more prevalent in their use and impact in the future. Researchers have reported the positive impact that AR experiences have on staff (KIRILLOV, 2010):

- increased attentiveness when solving a problem;
- exploring spatial structure and functions;
- improved performance of physics tasks;
- improved teamwork;
- increased motivation.

The researchers also reported only a few shortcomings in learning from AR system that can be successfully avoided: difficulty using gadgets (for older workers). Individuals with good software skills, along with technical knowledge, will always be preferred candidates when potential employers are looking for job candidates. Soft skills can be taught and practiced using e-learning program (KAKONIN, 2004). A distance learning framework can give adult learners as much control as possible over the timing and pace of learning. Distance learning is one of the most accessible forms of education. Therefore, the provision of distance education should be able to enable them to easily fulfill their responsibilities (BALAGANOV, 2018).

RESULTS AND DISCUSSION

To minimize the problems faced by the distance learning methodology, a distance learning testing system should be applied, as well as a system that allows people to share their opinions on the effectiveness of certain teaching methods should be widely used (POPOV, VASILTSOVA, 2015). Distance learning courses should provide staff with the best practices so that the information received is useful and accessible, and the employee is motivated in his education. Organizations should encourage staff and motivate them to use these techniques, because this will save time, human resources and, most importantly (SHATALOVA et al., 2010), cost of delivering these lectures. All staff must also have the skills and confidence in the use of electronic equipment and have the necessary knowledge of the method by which information is communicated. Technology can also be used to improve the quality of traditional education, rather than revolutionizing teaching methods (PINKOVETSKAIA et al., 2020).

CONCLUSIONS

Students prepare the text in advance at home, and then in the classroom, they should actively exchange translation solutions and advice. The instructor can then invite students to perform simultaneous interpretation in separate rooms. The translation solutions found independently and used help the student to become more confident in their skills and continue their work further. Thus, this skill allows students to get used to the work of a "synchronist" while completing listening and speaking tasks in an information room with a control panel.

Teachers often use hands-on experience to help students successfully implement their skills in unfamiliar environments. For example, this exercise can simulate a situation when the interpreter knows the topic of the speaker’s speech, but there is no way to prepare in advance for the speech. Thus, students can independently study the text in order to then compile a glossary of terms, abbreviations and special vocabulary.

The subsequent implementation is carried out when students use the speaker’s text. Text-oriented translation will allow students to develop sight translation skills while considering the auditory reproduction of the text. Thus, the technique of simultaneous translation allows students to apply the practical skills of their future profession.
The current stage in the development of digitalization contributes to the increasing introduction of IT. This review of the most popular methods of teaching translation skills using Internet resources will be useful for teachers and for students. IT improves translation skills with an emphasis on hands-on learning.

New technologies and online services can create a market for content providers. This means that with the emergence of new educational service providers such as publishers, content aggregators and distributors, as well as professional organizations that can contribute to the diversification of transnational education, the scale and scope of international education may change. E-learning systems are becoming the most important platforms for distance learning institutions and for general lifelong learning of students e-learning has become increasingly important in recent years because it can provide e-learning opportunities that were not previously available to part-time students. In addition, the use of e-learning systems can provide great benefits to people around the world, especially in assisting with education and training on topics ranging from focused educational programs to general hobbies.

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Pasantía de verano con estudiantes universitarios en el contexto de las restricciones COVID-19

Resumo
O artigo discute as vantagens e desvantagens do ensino à distância para funcionários em relação à oferta de cursos de formação avançada. O objetivo do artigo é destacar os problemas e vantagens mais graves que um funcionário pode enfrentar na área de educação a distância. O método para a resolução do problema proposto é a análise de artigos e literatura relevante no campo da sociologia, psicologia, tecnologia da informação, etc. Os resultados definem os problemas prementes da educação a distância, incluindo a novidade da pesquisa. Um dos problemas está associado a uma mudança nas ideias sobre o que é treinamento na era da digitalização ativa. O segundo problema está relacionado às novas oportunidades de aprendizagem que a tecnologia oferece hoje (tecnologias de aprendizagem VR ou AR). Assim, as modernas tecnologias de TI, individualmente e muitas vezes em conjunto, mudaram o conceito de problemas e oportunidades de aprendizagem e levaram ao surgimento de novas oportunidades de formação na área de desenvolvimento profissional dos colaboradores.

Palavras-chave: Educação a distância. Pessoal. Formação. Tecnologias de informação.

Abstract
The article discusses the advantages and disadvantages of distance learning for staff in connection with the provision of advanced training courses. The purpose of the article is to highlight the most serious problems and advantages that an employee may face in the field of distance learning. The method for solving the problem posed is the analysis of articles and relevant literature in the field of sociology, psychology, information technology, etc. The results define the pressing problems of distance education, including the novelty of the research. One of the problems is associated with a change in ideas about what training is in the era of active digitalization. The second problem is related to the new learning opportunities that technology provides today (VR or AR learning technologies). Thus, modern IT technologies, individually and often together, have changed the concept of problems and learning opportunities and have led to the emergence of new training opportunities in the field of professional development of employees.

Keywords: Distance learning. Staff. Training. Information technologies.

Resumen
El artículo analiza las ventajas y desventajas del aprendizaje a distancia para el personal en relación con la provisión de cursos de formación avanzada. El propósito del artículo es resaltar los problemas y ventajas más graves que puede enfrentar un empleado en el campo de la educación a distancia. El método el análisis de artículos y literatura relevante en el campo de la sociología, psicología, tecnologías de la información, etc. Los resultados definen los problemas urgentes de la educación a distancia, incluida la novedad de la investigación. Uno de los problemas está asociado a un cambio de ideas sobre qué es la formación en la era de la digitalización activa. El segundo problema está relacionado con las nuevas oportunidades de aprendizaje que ofrece la tecnología en la actualidad (tecnologías de aprendizaje VR o AR). Así, las tecnologías de la información modernas, individualmente y a menudo juntas, han cambiado el concepto de problemas y oportunidades de aprendizaje y han dado lugar a la aparición de nuevas oportunidades de formación en el campo del desarrollo profesional de los empleados.

Palabras-clave: Educación a distancia. Personal. Formación. Tecnologías de la información.