COMPETENCE-BASED APPROACH TO THE FORMATION OF INFORMATION COMPETENCY OF FUTURE TRANSLATORS IN THE PROCESS OF TRAINING

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The article deals with the questions of competence-based approach in training future translators. The regulatory requirements for the competency of translators for their professional activities are summarized. The key competencies of translators are analyzed, which are the basis of the European Master's Program in Translation. The place of information competency in the structure of professional competence of translators is defined. It is noted that the competence-based approach in training future translators provides focus of content and outcomes of the educational process on the formation of their key competencies that allow performing professional activities in accordance with the standardized and non-standard tasks to be competitive in the international job market. Formation of information competency of a future translator as one of the key will allow a systematic approach to dealing with foreign-language information, as the main object of translation.

Key words: competence-based approach, standard, information competency, translator.
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Statement of the problem. The experience of educational systems in many countries shows that one of the ways to update the education content and education technologies, aligning them with modern needs of integration into the world educational space is the orientation of modern vocational education on the competence-based approach and creation of effective mechanisms for its implementation.

Aim of the article is to consider the formation of information competency of translators in the context of competence-based approach application.

Analysis of research and publications. The issue of competence-based approach implementation in education was studied by both domestic and foreign scientists such as N. Bibik, N. Brukhanova, L. Vashchenko, S. Denchenko, L. Zelenska, E. Zeyer, I. Zyazyun, W. Krayevskyi, O. Lokshyna, A. Markova, A. Maslow, N. Nychkalo, O. Ovcharuk, A. Petrov, O. Pometun, L. Parashchenko, A. Savchenko, L.Tarhan, S.Trubacheva, C. Handler, A. Hutorskoy, L. Shevchuk.

The concept of information competency on theoretical and methodological levels was studied by many researchers. In particular, local researchers dealt with the issue are O. Anishchenko, S. Balakirova, N. Balovsyak, V. Bykov, P.Bespalov, N. Hendina, D. Grytskov, R. Hurevych, A. Zavyalov, M. Zahornyy, O. Zaytseva,

V. Kotenko, Y. Mashbyts, N. Morse, A. Semyonov, O. Spirin, O. Padalka, L. Pyeycheva, S. Trishyna.

However, the question of the formation of translator's information competency, particularly for the agricultural sector in the context of the competence-based approach application has not been the subject of a separate study.

General material of the research. Competence-based approach refers to focusing of educational process on formation and development of core (basic, key) competencies and subject identity competencies. The result of this process is the formation of the general competence-based of a person; it is a set of key competencies and integrated characteristics of personality [1, p.64]. The transition to the competence-based approach means reorientation from educational process on result of education in terms of activities, displacement of emphasis from accumulation of regulatory defined knowledge and skills on forming and developing the ability to work virtually. That means that the main purpose of specialist training in today's society is not the traditional understanding of obtaining clearly defined qualification but the acquisition and development of certain competences that should provide it with the opportunity to adapt to dynamic development of the modern world [2].

In order to clarify the nature of key concepts we present some definitions of the term "competency", which are the basis of the competence-based approach.

The term "competency" is ambiguous interpretation and substantive content in researches of both foreign and domestic scientists. In order to summarize different views on the concept, team of experts from different fields within the Federal Department of Statistics in Switzerland and the U.S. and Canada National Center for Education Statistics started the program "Definition and Selection of Competencies: Theoretical and Conceptual foundations" (abbreviated "DeSeCo" (Definition and Selection of Competencies)). By the result of the program, the participants define the notion of competency as the ability to meet successfully the individual and social needs, to act and perform assigned tasks.

Each competency is based on the combination of interconnected cognitive attitudes and practical skills, values, emotions, behavioral components, knowledge and skills, all that can be mobilized for active action [7].

According to experts of European Council the competencies include: the ability of individuals to perceive and respond to individual and social needs, the complex of attitudes, values, knowledge and skills.

According to the definition of the International Board of Standards for Training, Performance and Instruction (IBSTPI), the notion of competency is defined as the ability to efficiently act, to perform a task or a job. This notion of competency contains a set of knowledge, skills and attitudes that enable the individual to act effectively or to perform certain functions, to achieve certain standards in professional sector or specific activity [10].

Under the competency of a person most pedagogues understand specially structured (organized) sets of knowledge, skills and attitudes that can be acquired during training. They allow person to determine that means to identify and to solve problems specific to certain areas, regardless of the context (situation) [1, p.17]. Researchers believe that the acquisition of essential competencies can give people the opportunity to navigate in today's society, information space, fast-paced development of labor market, further education [1, p. 6].

The implementation of competence-based approach is impossible without identifying a list of key competencies the achievement of which studying and training should be oriented to. By definition, of many international experts, the concept of key relates to the field of generalized concepts that contains a set of different components – knowledge, skills, relationships, values and other factors that make the personal and social aspects of life and human activity, and which depend on the personal and social progress.

Key competencies of an individual as a whole and specialists in various fields are the subject of continuous scientific debates, because it depends on the priorities of society, educational aims, which are different in different countries. Globalization processes taking place in all the spheres of human activities,

integration of educational systems, and combination of labor market with unified requirements to specialists contribute to finding common approaches to address these issues.

Classification of key competencies is considered in detail in OECD countries (Organization for Economic Cooperation and Development). Many countries have adopted the classification proposed by them as a strategic condition for the implementation of lifelong learning. The defined list of key competencies entered the recommendations of international community (Action Plan of the European Union and the Council of Europe, 2002; Action Plan for skills and mobility of the European Commission, 2002).

It is important to note that one of the main incentives for the development of competence-based approach in education is the requirements of business and entrepreneurship. Modern employers in most countries usually do not have complaints about the level of technical knowledge of the university graduates, but they are often describe graduates self-doubt and lack of experience in the integration and application of knowledge in decision–making as a defect of modern education [1, p. 17].

An important step that ensures the convergence of education and fields of professional activities of graduates was the approval of the National Qualifications Framework, which defines a systematic description of qualification levels structured by the competencies. Equally important value of the National Qualifications Framework is the assistance to introduction of European standards and principles of quality assurance to meet the requirements of the labor market for the expert competency [3].

The relevance of these aspects of the competence-based approach implementation in education led to consideration of the issues within our research to identify key competencies for future translators, including work-related information, in order to obtain knowledge and skills in the process of formation of information competency.

Taking into account the ultimate goal of the educational process for training future translator, which provides the ability to perform professional activities, we analyzed regulation requirements that determine translation activities. In particular, according to the European standard BS EN 15038:2006, which regulates the conditions for implementation and translation quality assurance, translators must possess professional competency, that means they must have such competencies formed [5]:

- *Translation competency* - the ability to translate text on a professional level. Translation competency includes the ability to assess the difficulty in understanding the text and its writing, and the ability to transmit the text on target language according to the agreement between a customer and a provider of translation services and to justify the reasons for the chosen solutions;

- *Linguistic and textual competency in source language and target language* - the ability to understand source language and to be perfect in target language. Text competency requires knowledge of great texts variety, both standard language texts and specialized texts, and includes the ability to apply this knowledge in its writing;

- *Research competency, collecting and processing information* - the ability to efficiently acquire the additional linguistic and specialized knowledge that are necessary for understanding source text and translating text. Research competency also requires the experience in use of research tools and ability to develop the necessary strategies for effective use of available sources of information;

- *Cultural competency* - the ability to use information about local conditions (i.e., the culture medium), standards of action and value system that characterize target and source languages;

- *Technical competency* – the abilities and skills necessary for training and translation. Technical competency includes the ability to use modern information technologies and sets of terminology.

The requirements for the competency of a translator, declared in the standard STTU APU 001-2000 Translators Association Ukraine should be noted. [4] In particular, the translator must have knowledge in: the language used for translation, translation techniques, the current system of translation coordination, specialization of the institution (organization), for which the translation is made, terminology in the field of translation; be able to work with dictionaries, terminology standards, books, reference books; know the basics of scientific and literary editing, language grammar and stylistics.

The differences in the requirements for determining the list and content of translator competencies, which give the opportunity to consider the ability to provide professional translation services, now outline the important educational task for their unification, which obviously involves the application of competence-based approach.

In order to standardize the requirements for training future translators, determining a single list of their competencies, the Commission created the European Master program in Translation (EMT), which is developed on the initiative of the General Directorate of European Commission for Translation, and has close cooperation with recognized academic experts in the field of translation. In the process of creating the program over a hundred of universities and other stakeholders, involved in training translators, at international conference in Brussels agreed on the criteria to be met by the curricula to get a seal of quality of the European Master program in Translation. The relevant key competencies can be entered by any university which provides training translators and willing to accede to the network of the European Master's Program in Translation. This network is designed to facilitate the exchange of best practice between participating universities and, as a result, higher standards of teaching and future translator professionalism and creating a true European market of qualified translators.

The proposed program includes six core competencies:

- Competency in providing translation services;

- Linguistic competency;

- Intercultural competency;

- Information competency;

- Thematic competency;

- Technological competency [6, p. 4-7].

In turn, these competencies are detailed by the range of competences. They are interdependent and contribute to training specialists in multilingual and multimedia communication. Together they constitute the minimum requirements, to which other specific competences can be added.

In our view, the translator competencies contained in the European Master program in Translation constitute in its totality a translator professional competency.

Competency in providing translation services is fleshed out by two aspects: interpersonal and productive. Interpersonal aspect involves understanding the social role of the translator, knowledge of market requirements, including demand trends, knowledge of approaches to clients (marketing), the ability to negotiate with clients (definitions of terms and rates, working conditions, access to information, contracts, rights, obligations, translation specification); planning and time managing; respect for professional ethics; the ability to collaborate with other professionals and project manager, to work in a team. The productive aspect involves translation, according to the customer orders, the purpose and situation of translation; the ability to identify strategies of document translation; the ability to identify translation problems and find the appropriate solution; possession of strategies and techniques for correction and verification of translation; quality standards adherence.

Language competency of a translator is the knowledge and the ability to use grammatical, lexical and idiomatic patterns, graphical and typographical symbols in working languages.

Intercultural competency involves two aspects - sociolinguistic and text. Sociolinguistic aspect means knowledge in functions and values of language

options (social, geographical, historical, stylistic); knowledge in rules of interaction in a particular community, including non-verbal elements. Text aspect involves knowledge in understanding and analysis of the document macrostructure and its overall coherence; knowledge and understanding of hidden meaning, allusions, stereotypes and intertextual nature of the document, the ability to summarize relevant information in a document (the ability to generalize); knowledge in elements, values and models for presenting cultures; ability to design, paraphrase, restructure, downsize and post-edit fast and efficiently.

Information competency includes the ability to: identify needs for information and documentation; develop strategies for documentary and terminological research (including involvement of experts); select and process information relevant to a particular task (documentary, terminological, phraseological information); develop criteria for evaluating documents available in the Internet or in other media, that means the ability to assess the authenticity of documentary sources; use effectively the tools and search engines (e.g. terminological software, electronic corpora, electronic dictionaries); archive the documents.

Thematic competency involves the ability to find relevant information for better understanding thematic aspects of the document; expanding their knowledge in specific area (possession of the system of concepts, methods of argumentation, presentation techniques, language control, terminology, etc.)

Technological competency includes knowledge in effective and rapid use and integration of a set of software products for correcting the text, for translation, to use terminology, to format working results, documentary research (e.g. processing the text, checking grammar and spelling, the Internet, preserving translations in memory, terminological database, software for voice recognition); the ability to create and manage the database and files; the ability to translate the source material presented in various formats and in different technical media.

Taking into account the information above, we suppose that in information society one of the competencies that largely determine the level of professional

skills of any specialist, including a translator, is information competency. This point of view one can find in American and European standards of information competency [8, 9, 11], which define it as a set of skills, attitudes and knowledge to determine necessary information to solve the problem or to make a decision; formulation of information needs; providing effective search in order to obtain, interpret, understand, organize information; to evaluate its credibility and authenticity; to analyze its relevance, to transmit it to other people and to use it to achieve the goal [9].

Conclusion. The implementation of the competence-based approach in training future translators provides the guidance of content and outcomes of educational process in formation of their key competencies that allows to perform professional activities in accordance with standardized and non-standardized production tasks, to be competitive in international job market. The formation of information competency of a future translator as one of the main competencies allows applying a systematic approach to dealing with foreign-language information, as the main object of translation activities.

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