TARASENKO Rostyslav Olexandrovych, PhD in Technical Sciences, Associate Professor, Assistant Professor of Social Pedagogy and Information Technologies in Education in National University of Life and Environmental Sciences of Ukraine

INFORMATION COMPETENCE FORMATION OF FUTURE TRANSLATORS IN THE CONTEXT OF GLOBALIZATION AND SOCIETY INFORMALIZATION

General formulation of the problem. The entry of Ukraine into the European and world economic space is accompanied by the expansion of political, cultural and socio-economic relations with other countries. The successful implementation of these cooperation areas are directly related to the training of highly skilled professionals, who are fluent in foreign languages and are able to provide speech communication at the international level, high-quality translation of specialized information, scientific and technical literature and documentation for the specific branch. The rapid growth of information in all fields requires new approaches to meet the needs of foreign language information in a professional manner, that is definitely related to the integrated use of information technology in all phases of translation activity, which future specialists in translation should perfectly master. Therefore, presently relevant is the theoretical aspects development of information competence formation of future translators with the requirements of today.

Analysis of recent research and publications on the topic. The study of future translators training features, formation of their professional competence and its components were engaged by G. Akinar, M.Volchanska, V.Zheliaskov, Yu.Kolos, O.Matsiuk, R.Miniar-Bieloruchiev, O.Rohulska, P.Sandrini, R. Tinsley, I.Halieieva, M.Tsvilinh, A.Chuzhakin, O.Cherednychenko, A.Shveytser and others.

However, groundwork comprehensive generalization of philosophers, educators, psychologists and other scientists, creating the theoretical basis of information competence formation of the future translators in modern conditions, was left without attention of researchers.

The purpose of the article is to summarize philosophical ideas, pedagogical theory, conceptual approaches, the regulations for the development of theoretical aspects of information competence formation of the future translators in the context of globalization and the society informatization.

The statement of the main material research. At the modern stage of vocational education development there is actualized the need to master the information technologies, that significantly affect the quality and efficiency of their professional tasks and have certain features in each area. Considering the changing approaches to translation activity, which is characterized by the transition from individual work on individual materials to collective action on the volume projects with strict requirements for the conditions, terms and quality of performance, it is necessary to ensure the proper level of future translators to the exercise of their professional responsibilities from the perspective of information competence ownership.

Therefore, the development of theoretical aspects of information competence formation of the future translators should take into account a range of provision, that will identify effective ways to implement this process. We believe that the formation of information competence of the future translators should be based on:

- philosophical principles of epistemology;
- the doctrine of Information Society Development;
- knowledge of the functioning principles and the development of a common information space ;
- ideas of education transformation in the context of integration into the European educational space;
- the concept of lifelong learning;
- the active learning theory;
- main directions of education informatization;
- principles of educational standards of translators preparation and standards of their professional activities;

- ideas of modern education philosophy on the development of personality and self-development;
- application of the system, activity and competency approaches;
- complexes of common didactic and specific principles.

The transition to the information society, one manifestation of which is the continuous growth of information flows, surrounding the person in all spheres of life and activity, requires from members of such a society the ability to perceive and work up large amounts of information, possession of modern technologies of analysis and ranking. The Law of Ukraine "On the Fundamentals Information Society Development in Ukraine for years 2007-2015" also reflects global trends and determine how to develop a society, «...where everyone can create and collect information and knowledge, have free access to them, use and share to allow each person to realize their potential, contributing to the social and personal development and improving the quality of life» [4]. The priorities, defined by this law, have to be implemented, especially in the process of education acquiring of future professionals. Therefore, one of the key competencies, used as the basis of professional training in any industry, should be informative.

The development of modern information society accompanied by fleeting changes in the professional activities of specialists in different fields, which is caused by the need to handle information as dominant object of activity. In addition to this, in the information society more and more people interact with information, that acquires new forms of representation, transmission, storage and distribution, that are different from the traditional ones. This is manifested in the change of understanding of the information role in human life and its impact on all spheres of activity. Participation in the "digital" communication process requires specialized knowledge and skills. This, in turn, imposes very stringent requirements for qualification of future specialists, respectively, and the content of their training.

Since translation is part of a global multilingual electronic communication processes, it involves the formation of information competence in translation. Its formation of future translators is determined by exceptional influences weight, that

create information resources in their professional activity in the information society, which is manifested in a number of aspects: personal, ethical, legal, psychological, communicative.

The key features that distinguish the information society from all its predecessors, are:

- creating a global information environment that can provide a new quality of life;
- increasing the share of information and communication technologies, products and services in the gross domestic product;
- the emergence of qualitatively new communication and effective information interaction between people on the basis of increasing access to national and global information resources to overcome the digital divide (poverty), progressive meet of human needs in information products and services [2].

Thus one of the basic concepts in understanding global processes of information becomes an information space in which it is implemented and developed the paradigm the information society. Topical now is to form among members of a society, including future specialists, new skills and qualities to meet their personal and professional needs of information through interaction with information space within which they are located.

Considering that the basic components of information space, in which a translator carries out his professional work, is a source of information resources necessary for the translation, it is advisable to concentrate their training process on mastering effective methods of resource searching for their selection, usage, storage, processing by means of information technology.

One of the indications of the information society is the creation of the European educational space, priorities of which are to provide quality education; development of international partnerships; the introduction of the European dimension of education; identifying and promoting European ideals and objectives; intensification of integration processes in the field of education; promoting academic

mobility; the development, implementation and financial support of European programs and projects.

The Council of Europe, the European Union, the European Center for training and other European educational organizations, agencies and leading universities direct their activity on the creation of common European educational space. Development of the European Partnership, the formation of educational policies of European countries, providing quality education and professional training in the context of globalization are the strategic priorities of their activity.

An important step in the development of common European educational space was and is the implementation of a number of European educational programs - «Socrates», «Leonardo Da Vinci», «Tempus», «Erasmus Mundus», etc., which contribute to the transformation of the educational systems of the participating countries by:

- development of multilateral partnerships among higher educational institutions in the EU and neighboring countries;
- modification of the national curriculum, development of new curricula and educational and methodological support for them;
- ensuring the quality of education;
- modernization of the management of higher education institutions;
- strengthening the role of higher education in society;
- strengthening the "knowledge triangle»: connection between education, research and innovation;
- strengthening the links between higher education and the labor market.

One of the latest initiatives of the European Commission is the project "European Higher Education in the World" (2013), whose goal is the competence formation for graduates of European, that will provide the opportunities for employment in any country in the world and the creation of conditions in which European universities will be attractive and competitive for foreigners to receive education. To achieve this goal programs «Erasmus +» and «Horizon 2020" are intended[6].

Under the conditions of Ukraine's integration into the world economic space and access to European labor markets there is raised the need for harmonization of national educational standards with foreign training of translators and accounting standards of their profession.

For this purpose, the formation of information competence of the future translators should be focused on the position of general European training program for translators (EMT) [7] standards, that regulate conditions of translation and quality assurance (American standard ASTM F2575-06 [8] and the European BS EN 15038: 2006 [5]). This will allow to improve and unify the system of training of future translators in national universities in terms of information preparation by improving the sectorial educational standards, curricula and training programs.

This unified system is consistent with the the concept of continuous learning, "lifelong learning" (so-called concept of LLL - lifelong learning), which is the leading concept of vocational education in modern society, as more fully meet the requirements of today. It was proclaimed the Great Charter of Universities [1] and is based on the proposition that for life, work and competitiveness we require independent retraining, training, retraining, even in new areas, which appearance has caused a global scientific and technological development. It means that there was a new process vision of mastering knowledge, skills and competences, which emphasize the relevance of foreign researchers.

From these positions it should be taken into account the need for system openness of information competence formation of future translators, which would allow to supplement its various forms of training to gain additional knowledge, skills and could be a basis for further development of competence in different phases of professional work and at different stages of life .

It is obvious that now Ukraine is in intensive informatization of majority of spheres of life and activity, and this is a guarantee that new information technologies will soon become the determining factors of socio-economic, intellectual and spiritual development of Ukrainian society [2]. Besides opportunities to improve the material well-being of humanity, modern information technology had led to intensive

dissemination of innovative communication models, professional activity, lifestyle and education. These processes are regulated by several laws of Ukraine, including the law "On the Concept of National Informatization Program" [3].

According to this law, the state policy of informatization is directed to solving a number of key problems, among them a prominent place is given to informatization of education. Informatization of education focuses on the formation and development of intellectual potential of the nation, improving the form and content of the educational process, implementation of computer methods of training and testing, allowing to solve problems of education at a higher level, taking into account international requirements. The results of education informatization include:

– development of information culture of the person (computer literacy);
– development of content, methods and means of training to the level of international standards;
– improving the quality of education and training at all levels of professional training;
– integration of learning, research and production activities.

It should be noted that special attention in the Concept of National Program of Informatization is paid to informatization issues of language sphere, namely:

– creation of a national system of computer lexicography;
– formation of national linguistic network and its integration in similar international networks in the framework of projects of «multylingual society»;
– elaboration of intelligent linguistic normalized Ukrainian computer systems (automatic proofreaders and editors, automatic translation, summarization, extraction of knowledge from natural linguistic texts, natural language understanding both in written and oral versions) etc.

Therefore, based on the content of the law "On the Concept of National Informatization Program", special attention is paid to the wide introduction of information technologies in the linguistic sphere, particularly in the translation activity and related processes, the formation of information competence of translators should take into account the provision of the abovementioned Law.

The role of the human, however, is not reduced factor in modern conditions of information society. Information and information technology, that are dominants of such a society, have already cover not only production activities of man, and deeper penetrate the household, spiritual, aesthetic, ideological and other spheres of life. From this perspective, it is important to focus not only on training professionals to acquire knowledge and skills formation, but also on personality development both in terms of human qualities, and the development of those qualities, that will contribute to its harmonious existence in the information society. Therefore, the idea of modern educational philosophy about the development of personality and self-development are an integral part of the foundations of the formation of information competence of the future translators.

In the process of information competence another very difficult task arised, that is the formation of future specialists of values, based on humanistic ideals. They influence the formation of individual life position, its activity or passivity in professional activities; focus on the outcome or the individual interaction; ways to achieve their goals and attitude to others as partners.

Every person, having their own needs, interests and ideological ideas, is also guided by them in their professional activities. Values and personal qualities of the future translator (honesty, organization, self-control, responsibility, reliability, persistence) should cause his strategy and tactics of communicative behavior that affect the development of his system of industrial relations and interactions with colleagues and partners in professional activities.

The development of theoretical foundations of information competence of the future translators is inextricably linked with the use of effective modern educational technologies based on competence, systematic and active approach to the process of specialist training. The chosen set of methodological approaches can provide the most complete solution of research problems, despite the fact that their application provides theoretical background, implements practical guidance and allow to achieve the targeted and controlled impact on the development of information competence.

Since, in our opinion, in the combination of approaches, used in the formation of information competence of translators, the most important are the aforementioned, the effectiveness of their application is caused by: shifts from mastering only knowledge and skills on the components formation of information competence, that would ensure successful implementation of professional tasks with a high degree of technology use (competence approach); implementation in the educational process the elements of the working professional activities related to the processing of large volume and variety of information materials and implementation of adequate foreign language information transfer (activity approach); integrity of the components plurality of information competence with the relationships totality and connections between them and the process of its formation (system approach).

Considering the fact, that the strategic ways of pedagogical influence on the formation of information competence are defined by the set of common didactic and specific principles, it is important to determine the main of them. Among the common didactic principles there is considered the principles of systematicity and consistency, consciousness, activity and independence, communication theory and practice.

View of the fact that the specific principles permit to build a more flexible system of formation of information competence of future specialists in translation, detail the methods, forms and means of influence on this process and take into account a number of its features, it is important to select carefully from a large set of specific principles are the ones, that facilitates the achievement of maximum result. To such principles we refer the principle of professional orientation of training, modularity, dynamism.

Conclusions. Consequently, the formation of information competence of the future translators in the face of international integration and society informatization should be based on the theory of knowledge, activity-learning theory, the ideas of scientific competence, activity and systemic approaches and take into account modern challenges and new requirements for translation. Grounded provisions can be realized only on condition of innovative changes in educational work of universities.

Prospects for further study. Further scientific research may be related to the system development of a holistic formation process of information translators competence according to the requirements of today.

REFERENCES

1. Velyka khartiia universytetiv. (Bolonia, Italiia, 18 veresnia 1988 r.) // Bolonskyi protses: Dokumenty. – K.: Vyd-vo Yevrop. un-tu, 2004. – S.7-10.

2. Informatsiine suspilstvo v Ukraini: hlobalni vyklyky ta natsionalni mozhlyvosti. – K., NISD, 2010. – 29 s.

3. Pro Natsionalnu prohramu informatyzatsii: Zakon Ukrainy № 74/98-VR vid 4 liutoho 1998 roku // VVR. – 1998. – №27-28, st.181.

4. Pro Osnovni zasady rozvytku informatsiinoho suspilstva v Ukraini na 2007-2015 roky: Zakon Ukrainy № 537-V vid 9 sichnia 2007 roku // VVR. – 2007. – № 12, st. 102.

5. BS EN 15038:2006 Translation services – Service Requirements, June 2006.

6. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on «European higher education in the world» [Electronic resource]/ COM(2013) 499 final, 11 July 2013. - Access mode: http://eur-lex.europa.eu/ LexUriServ/ LexUriServ. do?uri=COM:2013:0499:FIN:EN:PDF.

7. Competences for professional translators, experts in multilingual and multimedia communication. Brussels, January 2009. – 7 p.

8. F 2575 – 06 Standard Guide for Quality Assurance in Translation, ASTM International, June 2006.