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THE ESSENCE OF THE STAGES OF FORMING THE INFORMATION COMPETENCE OF THE TRANSLATOR

Abstract. The paper analyses the formation of informational competence of translators in the Bachelor and Master degree programs. The structure and content of the informational competence of the translator are considered in the context of its coordination with the educational programs of translators and the standards of the translation services. There have been determined the stages of formation of the informational competence of the translators such as constructive, technological and integration, their correlation with the periods of study of the future translators, levels of their mastery of information technologies. The outcomes of each stage are specified and described in detail. It has been stated that one way to achieve high efficiency in the formation of information competence of translators may be the implementation of a comprehensive translation task individually for each student with the prospect of its realization throughout the training period in accordance with certain stages of the formation of information competence. The content and tasks of the stages of the formation of the informational competence of translators are determined. The goals of the stages of the information technologies study are detailed by a complex of information, qualification and scientific achievements: electronic terminology databases of a specialized field in several areas; translation memory bases for use in automated translation systems; the base of electronic links to terminological resources network; the base of electronic references to the corpus of parallel texts; certificates of traineeship in production structures for using automated translation systems or terminological management systems; certificates of knowledge of specialized software in translation from manufacturing companies, their dealers, certification centers.

Keywords: information competence; stages of forming an information competence; information technology; translator.

1. INTRODUCTION

Statement of the problem. At the present development stage of the informative society, a new vision of the professional training of the translators is urgent. The training content requires modification of the complex of their competencies and the emphasis on one of them, called information competence. It involves the possession of modern information technologies that enable translation specialists to carry out their activities at a high professional level. The use of such technologies in translation provides an opportunity to achieve fundamentally new positive indicators of quality, speed, and translation costs, which is the key to the competitiveness on the market.

The relevance of the issue of forming the information competence of a future translator is evidenced by the students' understanding that the successful mastering of the modern translator's tools by the future specialist depends on their awareness of the growing prospect of no alternative to the use of information technology in translation. According to the results of the questionnaire conducted by the graduates of the specialty "Translation" of the National University of Life and Environmental Sciences of Ukraine on the role of the information technologies in translation activities at the present stage and the effectiveness of their learning

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during the training period, it was found that 87% of students admitted the need to use information technology in translation, however satisfaction with the efficiency of constructing the educational process for their mastering was expressed only by 26% of students. Due to this, the search and implementation of innovative approaches to the information training of the translators in the process of their study is relevant.

Analysis of recent research and publications. The concept of information competence at the theoretical and methodological levels was researched by many Ukrainian scientists. The problems of informatization of the education system were the subject of research by V. Bykov [1], O. Glazunova [2], A. Gurzhii [3], O. Kolgatin [4], N. Morse [5], O. Ovcharuk [3], L. Panchenko [6] and others. Native and foreign scientists, in particular, O. Bondarenko [7], K. Nord [8], A. Olhovska [9], D. Scheller-Boltz [10] and others studied the question of determining the content of the translator's competences that would meet modern requirements and take into account the informatization and technology of translation activities. All researchers agree that, along with language knowledge, the possession of modern translation tools based on specialized information technologies is equally important.

In particular, A. Olkhovska considers the content of individual modules in educational disciplines, which include the study of information and communication technologies at the stage of Master's training of translators [9].

D. Scheller-Boltz notes that the information competence should be formed for the successful career of translators [10].

K. Nord proposes to form the informational competence of technical translators in two stages – the theoretical (during the first four terms) and practical (during the last two terms). This structure of the curriculum for the preparation of translators involves a step-by-step study of electronic translation tools [8].

However, despite the available work of scientists, an effective structure of the process of formation of the informational competence of translators has not been developed yet, with the definition of its stages and intermediate and final results of each of them.

The purpose of the article. The purpose of the article is to structure the process of formation of the informational competence of translators by stages in the course of obtaining a complete higher education, correlating them with the periods of training of the future translators, levels of their mastery of information technologies and the ultimate goals of each stage; to determine the content of the stages of formation of information competence and tasks of each of them.

2. RESEARCH METHODS

In the course of the research, a number of methods were used, namely: theoretical analysis of the scientific literature on problems of the vocational education, psychology, general and professional pedagogy to determine the degree of elaboration of the problem under study; analysis of international standards for the training of the translators, standards for their professional activities; empirical – questionnaires, interviews, conversations in order to determine the state of formation of the informational competence of future translators.

3. THE RESULTS AND DISCUSSION

The development of an information technology in any field of the activity of the information society has risen to a level that requires the formation of information competence of specialists in a particular profile, which can be achieved by targeting appropriate concepts

and their implementation through an effective combination of different forms of educational work, teaching methods and teaching means.

Before considering the process of forming the information competence of the future professionals, in particular translators, the essence of the concept "information competence of translator" should be considered.

We understand the informational competence of translator as an integrative personal facility that determines the ability to process speech information by the information and communication technologies with the use of necessary information resources, software and hardware for obtaining an adequate secondary information product in another language, taking into account intercultural differences and the pragmatic aspect of translation [11].

Based on the essence of the concept "information competence of translator", which reflects the multidimensionality of this phenomenon, we can state out that the process of its formation is complex. Therefore, the effectiveness of the formation of information competence will depend on the one hand on a deeper differentiation of its components, and on the other hand – on the clear structuring of this process in stages. Let's firstly consider in more detail the components of the information competence of the translator.

We consider it advisable to form the information competence components that cover the most significant aspects of information training and ensure the integrity of its structure, namely:

- information retrieval component provides the ability to choose different types of information sources, primarily presented in electronic form, according to the type and complexity of the task being solved, to generate requests for obtaining relevant information, to effectively search for information by various means (technical and software),
- information and technology component provides the ability to translate using specialized software products and specially structured information bases in appropriate formats,
- informational and technical component provides knowledge and understanding of the possibilities and scope of technical means for ensuring the technological process of the translation; the ability to carry out with them the operations of receiving, processing, transmitting, storing information as an object of translation activities,
- informational and analytical component means the ability of translator to determine the need for information to solve a professional task, to evaluate the received information and to organize it in a form that is as convenient as possible for perception and use; the ability to perform a comparative analysis of structural elements of texts in the source and target languages for the creation of information bases,
- information and editorial component provides the ability to eliminate the semantic, pragmatic, grammatical, lexical, orthographic errors of the results of translation, in the first place, by using specialized functions of the corresponding software;
- informational and thematic component defines the ability to form electronic terminological bases and databases of translation memory by sector specificity in appropriate formats for their further use in the translation of materials in a particular industry;
- information and legal component is based on the knowledge of international and domestic standards that regulate the conditions for carrying out and quality of translations; understanding of legislative and regulatory acts of obtaining and using information; compliance with licensing conditions for the use of software products integrated into the technological process of the translation [11].

The above components of the translator's information competence are determined by us on the basis of the integration of the elements of the competence of the translator in relation to the ability to apply information technologies in the professional activities declared in the European Master's in Translation [12], the European Standard for the translation services EN ISO 17100: «Translation Services. Requirements for translation services» [13] and the American Standard for Quality Assurance Translation ASTM F2575-06 «Standard Guide for Quality Assurance in Translation» [14].

In particular, in the European Master's program for training translators, which was developed by more than one hundred leading European universities, the content of competences contains such elements of the ability to apply information technologies:

- use the most relevant IT-applications, including the full range of office software, and adapt rapidly to new tools and IT-resources,
- make effective use of search engines, corpus-based tools, text analysis tools and cat tools,
- pre-process, process and manage files and other media/sources as part of the translation, e.g. video and multimedia files, handle web technologies,
- master the basics of MT and its impact on the translation process,
- assess the relevance of MT systems in a translation workflow and implement the appropriate MT system where relevant,
- apply other tools in support of language and translation technology, such as workflow management software [12].

In the EN ISO 17100:2015, which contains a set of professional competencies to be formed by translator, the components of the information training are defined by the following elements: the knowledge, abilities, and skills required to perform the technical tasks in the translation process by employing technical resources including the tools and IT systems that support the whole translation process [13].

The list of components that reflect the essence of information competence in the American Standard ASTM F2575-06 is such:

- electronic data storage and retrieval,
- word processing with appropriate fonts and formatting,
- computer-assisted translation (CAT) tools (translation memory, terminology databases, and so forth),
- electronic data transfer (e-mail, FTP, and so forth) [14].

Thus, the identified components of information competence will make it possible to detail the goals to be achieved throughout the training period.

One way to achieve high efficiency in mastering modern information technology by future translators may be the implementation of such system of their information training, which would take into account not only the acquisition of relevant knowledge, but also the acquisition of abilities through the implementation of an integrated translation task throughout the whole period of study. Setting up a complex of translation task should be carried out at the initial stage of training for each student individually.

The complex translation task should be based on the student's direction in mastering the terminology of several highly specialized industries, the processing and accumulation of relevant terminological resources, the formation of terminology bases and databases of translation memories in specialized formats, translating industry materials using computer-assisted translation tools, conducting research on the effectiveness of the application of information technology in translation. This approach involves mastering different variants of solving problems. Each option should contain a thorough analysis of its advantages and disadvantages, primarily in terms of the use of tools based on information and communication technologies.

The ultimate goals of this task and the whole process of forming the information competence of translator should be a complex of information, scientific and qualification achievements of the student.

The main components of the information achievements of this case are:

- electronic terminology bases, that contain technical and specialized terms in specialized formats of terminological management systems,
- bases of aligned parallel texts,
- translation memory bases for use in automated translation systems;
- bases of electronic links to network terminology resources;
- bases of electronic references on corpora of parallel texts.

The complex of the scientific achievements, where each student should be focused on, is intended to form and consolidate the skills of research work, the ability to search for new solutions in the performance of the professional tasks, the ability to generalize and formalize the results of their own achievements, and to present their achievements by means of information technologies.

The main components of this complex should include:

- theses of the scientific reports and presentations of speeches at conferences, forums, round tables;
- scientific articles covering various aspects of the use of information technologies in translation;
- materials of scientific researches of specialized departments.

The complex of qualification achievements in the field of work with information technologies, the formation of which requires the implementation of the innovative changes in the independent and individual work of the student, can have an extremely important role for the formation of a competitive translator. The formation of such complex of achievements, first of all, is connected with the creation within the university system of training translators of an extensive system of cooperation with employers, manufacturers and suppliers of specialized software, professional associations of translators, various international organizations. Such complex may include the following components:

- certificates of internships in production structures or other organizations, including international ones, using information technologies in translation,
- certificates of the level of possession of specialized software in translation from manufacturing companies, their dealers, certification centers, etc.

Depending on the completeness and level of formation of the complex of informational, scientific and qualification achievements of the student in the process of performing individual complex translation tasks, the preconditions for a successful professional start of the future translators can be created, due to the availability of important developments on information resources and verified levels of knowledge of the information technologies, and in scientific sphere, thanks to the experience gained in scientific research and presentation of the results.

An equally important aspect in the process of forming the information competence of translator is the definition of its stages. In addition, the preconditions for achieving the positive results of this process should be the harmonization of these stages with the periods of study and, in particular, the levels of mastery of information technologies.

Successful implementation of such approach in the organization of the information training of the future translators, aimed at the formation of the information competence and the achievement of a complex of information, qualification and scientific achievements is possible if the educational process is divided into separate stages with specific tasks, means of their implementation and the ultimate goals of each. The number of stages should correspond to the number of qualitative levels that the student achieves in mastering information

technologies during the study. Logically, there are three stages: constructive, technological, integrative. These three stages should be realized during the period of acquisition of high education.

The correlation of stages, terms of study and the results of creating a set of information, scientific and qualification achievements of the future translator in the process of forming information competence is given in Table 1.

Individual achievements in the performance of a complex task at a constructive stage should be completed within the first two years of the Bachelor program. The ultimate goals of this phase should be:

- formed electronic terminology databases of a specialized direction, at least for two industries with at least one thousand terminological records for each industry in spreadsheet formats (in particular in the XLSX file format) (Figure 1),
- formed electronic reference databases on network terminology resources (electronic dictionaries, electronic versions of printed dictionaries, electronic glossaries) in volume not less than 30,
- a published abstract of at least one scientific report and presentation at the university student scientific and practical conference on the use of information technologies in translation.

Table 1

Correlation of stages, terms of study and the results of creating a set of information, scientific and qualification achievements of the future translator in the process of forming an information competence

Stages	Year of study	Components of set of information, scientific and qualification achievements		
		Complex of information achievements	**Complex of the scientific achievements**	**Complex of qualifying achievements**
Constructive	1 - 2	electronic terminology databases of specialized direction (> 1 000 terms)	abstract of a scientific report	
		base of electronic links to network terminology resources		
Technological	3 - 4	electronic terminology databases of specialized direction (> 10 000 terms)	scientific article	an internship certificate from a translation agency
		bases of aligned parallel texts (> 3 000 segments)	abstract of a scientific report	
		bases of electronic references on corps of parallel texts		
Integrative	5 - 6	electronic terminology databases of specialized direction (> 15 000 terms)	scientific article	certificate of internship in an international organization

		bases of aligned parallel texts (> 4 000 segments)	abstract of a scientific report	certificates of possession of specialized software in translation

The technological stage of the complex task is designed for two final years of study of the Bachelor program. Achievement of the goals of this stage is based on the results of the previous stage and provides the formation of qualitatively new information resources and the results of scientific research. Since the technological stage involves mastering technologies aimed at informational support of the translation process, the following ultimate goals of this stage can be defined:

	A	B	C	D	E
2106	black-veined white	білан жилкуватий	бояришниця		
2107	bordered white	п'ядак	п'ядун сосновий		
2108	green-veined white	білянка бруквяна			
2109	large cabbage white	капусниця	білан капустяний		
2110	wild plants	дикі рослини			
2111	wilt	в'янення	зів'янення		
2112	spotted wilt	плямисте зів'янення томата			
2113	wing	крило			
2114	wing-case	надкрилля			
2115	wingspread	розмах крил			
2116	withering	в'янення	зів'янення		
2117	withstand	витримувати	чинити опір	опиратися	
2118	early wood	рання деревина			
2119	late wood	пізня деревина			
2120	woody	дерев'яний	дерев'янистий	деревний	
2121	worm	черв'як	хробак	личинка	гусениця
2122	apple worm	гусениця плодожерки яблуневої			
2123	army worm	совка	похідний черв'як		
2124	clover hay worm	гусениця вогнівка сінна			

Figure 1. Fragment of the electronic terminology database of the specialized direction in XLSX file format

- formed electronic terminology databases of a specialized direction, at least for the three branches defined in the complex task, with a total volume of not less than ten thousand terminological records in specialized formats (in particular, in the SDLTB file format) (Figure 2),
- formed bases of aligned parallel texts according to the industries defined in the complex task of a total volume of at least three thousand segments in the specialized TMX file format (Figure 3),

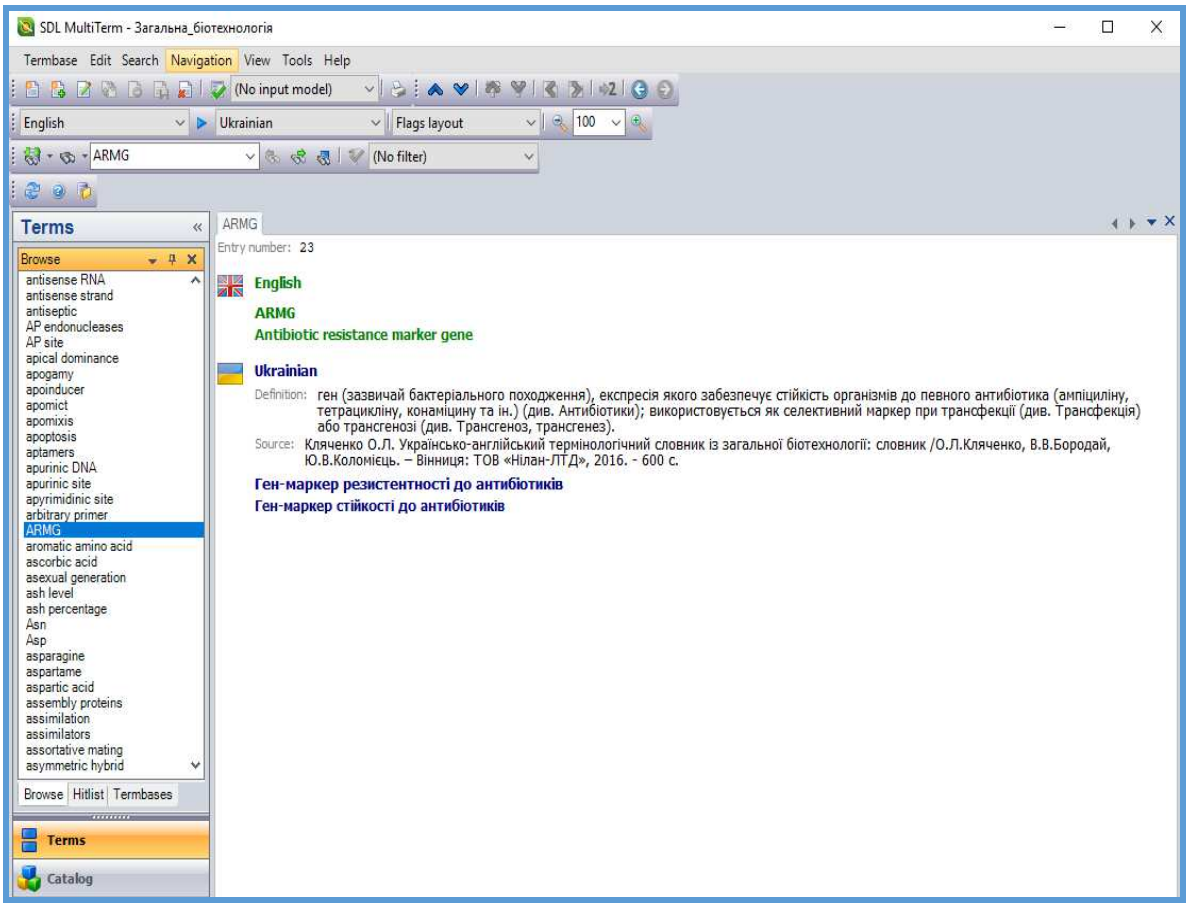

Figure 2. Fragment of the electronic terminology database of the specialized direction in the SDLTB file format

- databases of electronic links to the corpus of parallel texts (in particular, DGT-TM, ECDC-TM, EAC-TM),
- at least one published scientific article and abstracts of the report at the all-Ukrainian student scientific-practical conference, forum, round table on the application of information technologies in translation,
- the received certificate of internship at a translation agency, where the automated translation systems or terminological management systems are used.

The final stage of the execution of the complex task is the integrative stage, which corresponds to the period of Master study. This stage is characterized by conscious efforts to achieve the outcomes that play a positive role in the initial phase of employment and professional development. Under these conditions, the key factor in achieving the goals of the stage is the effectiveness of the student's independent work and the synthesis of individual technologies into a single system for the execution of translation tasks.

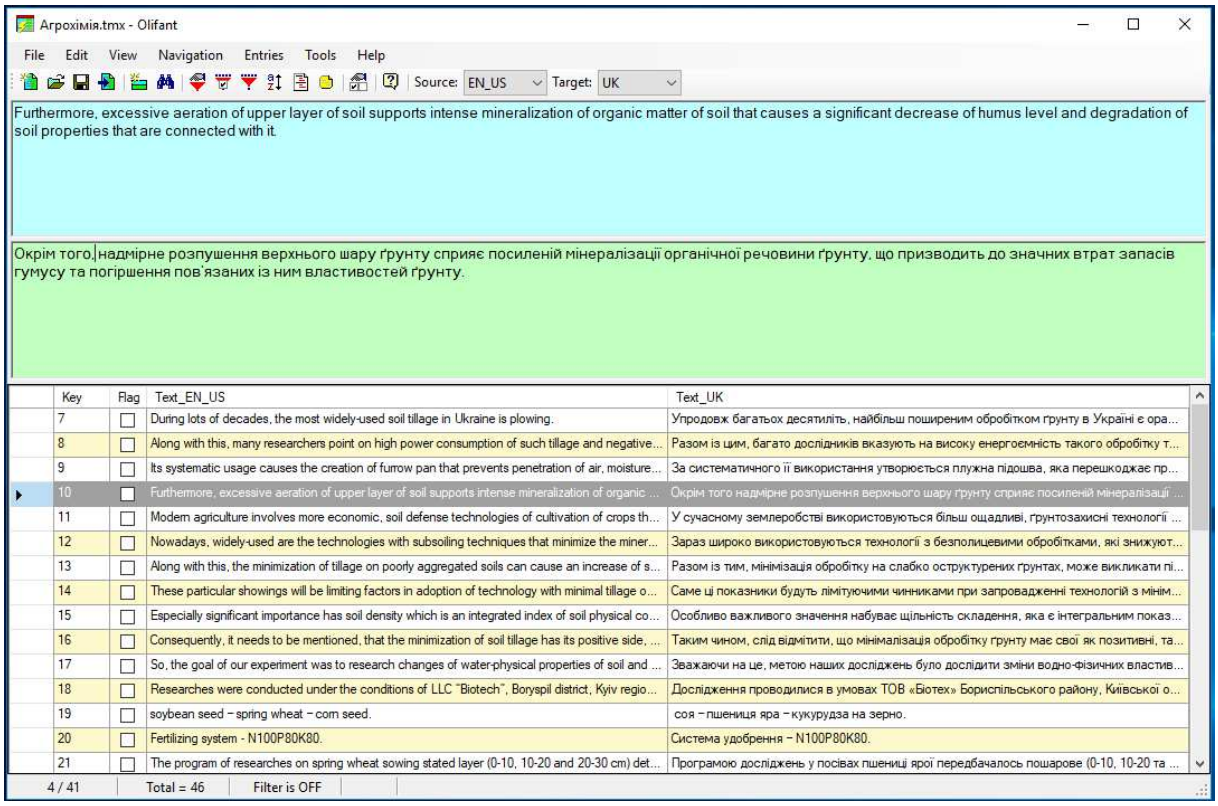

Figure 3. Fragment of the aligned parallel texts of the specialized direction in TMX file format

The goals of the integration stage are:

- formed electronic terminology databases of a specialized direction for at least three industries identified in a complex task, with extended informativeness of terminological records due to the filling of descriptive fields, with a total volume of at least fifteen thousand terminological records in specialized formats (in particular, in the SDLTB file format),
- formed translation memory bases for use in automated translation systems according to the industries defined in the complex task of a total volume of at least four thousand segments in specialized formats (in particular, in the SDLTM file format),
- certificate of internship in an international institution regarding the use of automated translation or terminological management systems,
- certificates of ownership of specialized software in translation from manufacturing companies (in particular, SDL Trados). The receipt of such a certificate is possible through online testing of ownership of a particular software product at the appropriate level, in particular, Project manager, Intermediate, Advanced (Figure 4),

Figure 4. A page for online testing of the possession of a particular SDL software product at the appropriate level

– at least one published scientific article on the materials of the student's own research within the framework of the academic departments and an abstract of the report at the international scientific and practical conference, forum, round table on the application of information technologies in translation.

Thus, the realization of the complex translation task with the creation of the complex of information, scientific and qualification achievements will ensure the formation of an integrated structure of the information competence of the translator within certain stages.

4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

On the basis of the conducted research, the stages of formation of information competence of translators were determined such as constructive, technological and integration stages. The coordination of determined stages with the periods of training future translators and the levels of their mastering information technologies allowed to detail the ultimate goals of each stage in the form of complexes of information, qualification and scientific achievements. To achieve these outcomes, the student's academic, scientific and practical activities must be directed throughout the entire period of study. One way to achieve high efficiency in the process of working out the complexes of information, qualification and scientific achievements is to set up a complex translation task individually for each student at the beginning of the constructive stage.

Further scientific research may be related to the development of methodological aspects of performing a complex translation task.

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ЕТАПИ ФОРМУВАННЯ ІНФОРМАЦІЙНОЇ КОМПЕТЕНТНОСТІ ПЕРЕКЛАДАЧА

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Анотація. У статті розглядається формування інформаційної компетентності перекладачів у процесі їх бакалаврської та магістерської підготовки. Розглянуто структуру та зміст інформаційної компетентності перекладача у контексті узгодження її з освітніми програмами підготовки перекладачів і стандартами надання перекладацьких послуг. Визначені етапи формування інформаційної компетентності перекладачів – конструктивний, технологічний та інтеграційний, здійснено їх співвіднесення з періодами навчання майбутніх фахівців з перекладу, рівнями опанування ними інформаційних технологій та кінцевими цілями кожного з етапів. Встановлено, що одним із шляхів досягнення високої ефективності у формуванні інформаційної компетентності перекладачів може бути запровадження постановки комплексної перекладацької задачі індивідуально кожному студенту з перспективою її реалізації протягом всього періоду навчання відповідно до визначених етапів формування інформаційної компетентності. Визначено зміст і завдання етапів формування інформаційної компетентності перекладачів. Цілі етапів вивчення інформаційних технологій деталізуються комплексом інформаційних, кваліфікаційних та наукових досягнень: електронні термінологічні бази даних спеціалізованого спрямування з кількох галузей; бази пам'яті перекладів для використання в

автоматизованих системах перекладу; база електронних посилань на мережу термінологічних ресурсів; база електронних посилань на корпус паралельних текстів; сертифікати стажування у виробничих структурах щодо використання автоматизованих систем перекладу або систем термінологічного менеджменту; сертифікати знань спеціалізованого програмного забезпечення в перекладі від виробничих компаній, їх дилерів, центрів сертифікації.

Ключові слова: інформаційна компетентність; етапи формування інформаційної компетентності; інформаційні технології; перекладач.

ЭТАПЫ ФОРМИРОВАНИЯ ИНФОРМАЦИОННОЙ КОМПЕТЕНТНОСТИ ПЕРЕВОДЧИКА

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Аннотация. В статье рассматривается формирование информационной компетентности переводчиков в процессе их бакалаврской и магистерской подготовки. Рассмотрена структура и содержание информационной компетентности переводчика в контексте согласования ее с образовательными программами подготовки переводчиков и стандартами оказания переводческих услуг. Определены этапы формирования информационной компетентности переводчиков – конструктивный, технологический и интеграционный, осуществлено их соотнесения с периодами обучения будущих специалистов по переводу, уровнями освоения ими информационных технологий и конечными целями каждого из этапов. Установлено, что одним из путей достижения высокой эффективности в формировании информационной компетентности переводчиков может быть введение постановки комплексной переводческой задачи индивидуально каждому студенту с перспективой ее реализации в течение всего периода обучения в соответствии с определенными этапами формирования информационной компетентности. Определено содержание и задачи этапов формирования информационной компетентности переводчиков. Цели этапов изучения информационных технологий детализируются комплексом информационных, квалификационных и научных достижений: электронные терминологические базы данных специализированного направления в нескольких отраслях; базы памяти переводов для использования в автоматизированных системах перевода; база электронных ссылок на сеть терминологических ресурсов; база электронных ссылок на корпус параллельных текстов; сертификаты стажировок в производственных структурах по использованию автоматизированных систем перевода или систем терминологического менеджмента; сертификаты знаний специализированного программного обеспечения в переводе от производственных компаний, их дилеров, центров сертификации.

Ключевые слова: информационная компетентность; этапы формирования информационной компетентности; информационные технологии; переводчик.

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