TO THE PROBLEM OF FORMING PROFESSIONAL COMPETENCE OF FUTURE TRANSLATORS ON THE BASIS OF INFOCOMMUNICATION TECHNOLOGIES

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Abstract: The article deals with the problems of formation of professional competence of future translators, components of the professional activity of the translator, determining the need and importance of the formation of his/her professional competence. The significance of the formation of professional competence among future translators, based on the use of infocommunication technologies in the foreign educational process is analyzed. In the modern open world, there is a growing need for qualified specialists who speak foreign languages at a level sufficient to successfully perceive professional information and interact with colleagues in a foreign language. Modern young people are forced to quickly comprehend the changes in social and economic roles, to enter the globalized world and the open information space. The Republic of Kazakhstan has joined the Bologna process, the goal of which is to create a common European educational space. This introduction has required a radical reform of the system of education in general, including in higher professional education.

Keywords: competence approach, professional competence of a translator, professional training of translators, infocommunication technologies

Introduction

At the beginning of the XXI century the knowledge-based approach in education was changed to the competence-based approach. Earlier, the outcome of the educational process was expected to be skills and knowledge, and now it is about a*cquired* competences. The educational process and educational standards are currently being

organized in order to develop the necessary competences.

Concept of a translator's "professional competence". In the modern world the knowledge-based approach is not relevant, so it has become of lesser importance comparing to the competence-based approach. Employers currently expect the employees to carry out their activity in the context of an evolving world, unstable labour market and sometimes hard economical conditions.

The competence-based approach in science and education is understood as an educational method which is aimed at developing students' professional skills required by the specialty. Stated differently, students are taught to search, process and analyze information, interact with other people efficiently, use mechanisms of critical thinking, self-evaluation of professional activity, etc. (Korolkova, 2008). It should be noted that the competence-based approach doesn't downplay the knowledge-based approach. Knowledge is important and necessary to carry out an activity, as well as for further education; competences focus more on students' reflexive processes, their awareness of their own professional potentials and skills. The competence-based approach covers both the educational process and its comprehension. Within the framework of this approach, the purpose of education is not only to acquire knowledge and skills, but also professional capability

and readiness to carry out efficient activities in various situations (Ivanova, 2007).

According to S.S.Kunanbayeva, the new type of education is making its way through scientific and methodological definition of the essences of "competence-based approach", "competence-based model of education", competence-based professional model". "Contents" of such education can also be defined as "competence-based". But at the same, the so-called quality of "core competences", such as time flexibility, interdisciplinarity, multi - functionality and etc., cannot in our opinion be defined as key "education competences" because the concept of "competency" appended to the "integrative qualitative potential realize by creative person" cannot be represented by a discrete content of "competences" in education (Kunanbayeva, 2017).

John Raven in his work "Competence in the modern society" gives a precise definition of competence, outlines his vision about the nature of competence, defines the types of competences and makes their classification. He explains competence as success in life in the socially relevant area (Raven, 2002). He identifies 39 types of competences by listing different independent components which belong to different fields (emotional, cognitive, etc.). Between the categories selected by J. Raven are the following: the ability of self-education, self-control, critical thinking, the willingness to

solve complex problems, self-confidence, perseverance, the ability to work together, personal responsibility and other (Raven, 2002). This work has given an impulse to researchers from all over the world to work actively on the competence definition and its types.

I.A. Zimnyaya considers that the concept of competence is associated with the name of Aristotle, who studied the "possibility of the human condition, denoted by the Greek word "atere" which means "strength that developed and improved to such an extent that it has become a feature of personality" (Zimnyaya, 2008, p. 155). According to I.A. Zimnyaya, competences are "some inner, potential, hidden mental formations, ideas, action programs (algorithms), values and relations systems which emerge later in person's competences" (Zimnyaya, 2006).

The Symposium "Key competences for Europe" outlines competence as a capability of an individual to mobilize his knowledge and skills in a professional activity (Council of Europe, 1996). A.V. Khutorskoy notes that the considered concept includes interrelating personal qualities (skills and knowledge) which refer to a certain range of objects and processes, and are necessary for high quality and efficient activities (Khutorskoy, 2002).

Thus, the concept of competence involves knowledge, skills and experience in some professional field, in which a professional has knowledge and experience (Philosophical Encyclopedic Dictionary, 1983). Within the framework of education, the concept of competence is mainly considered as a final result of the educational process (Bolshakova, 2009).

Many Russian (I.S. Alekseeyeva, R.K. Minyar-Beloruchyev, V.N. Komissarov, L.K. Latyshev) and foreign (V. Wills, A. Pim, G. Hansen, R. Bell) scientists studied the structure of the professional competence of the translator. All scientists agree that the professional competence of the translator is multi-component, but their views of the components themselves are slightly different (Meshcheryakov, 2011).

According to Komissarov, the professional competence of the translator is divided into the following components: linguistic competence, communicative competence, competence of text formation, technical competence, personal characteristics, ethical and moral component (Komissarov, 2002).

As we can see, they also include personal characteristics in the translating competence, defining them as a personal competence (Gakova, 2013). During translation, the translator should be able to concentrate, use his potential and memory, shift his attention quickly, move not only from one language to another, but also from one culture to another. As texts can be from different areas of specialization, a

professional translator should be educated, well-read, well-informed and broad-minded.

The ethical and moral component plays an important role in developing the translation competence. Since the translator is responsible for his work, he should be aware of the risks that he incurs if the work is done improperly, he should be tactful, reserved and able to keep confidentiality, as he participates in important negotiations where he can know some confidential information (Remezova, 2011).

R.Bell considers that translation competence consists of four types of skills: strategic, social linguistic, grammatical and discursive (Bell, 1991). According to Kirali, the professional competence of the translator includes three types of knowledge and skills: translation context knowledge; cultural, thematic and linguistic knowledge in original and target languages; ability to use logic and intuition in translation (Kiraly, 1995).

D. Kelly defines the translation competence as a macrocompetence which comprises different skills, abilities and even personal qualities which help the translator to perform a translation (Kelly, 2002).

According to R.K. Minyar-Beloruchyev, a professional translator should possess at least linguistic and communicative competences, as well as translation and interpretation skills, and he should be good at public speaking and have a literary talent (Minyar-Beloruchyev, 1999).

According to G. Hansen, the translation competence model comprises the following components: the translation competence, the merging of social cultural and cross-cultural competences and the communicative competence. The translation competence involves the translator's ability to choose the relevant and important information from the original text and express it in other language in line with the purpose of translation, knowledge of different translation strategies and methods, as well as the ability to analyze and evaluate the final translation. The merging of social cultural and cross-cultural competences involves the translation skills in the context of public and social rules, as well as cultural differences. The communicative competence involves achieving mutual understanding by verbal and nonverbal means and comprises pragmatic and linguistic competences (Hansen, 2006).

We find the view of Neubert very interesting. His concept of translation competence involves the knowledge of the original and target languages (Neubert, 2000). In order to define the components of translation competence, it is necessary to draw attention to the factors which determine the translator's knowledge and skills. They include text multi-component structure and heterogeneity as the text carrying a communicative value is not limited by linguistic components (Chernyavskaya, 2008), and the knowledge in all

specialization areas in which the translator works.

Thus, we understand that there is no agreement of opinion on translation competence components. However, all above mentioned components of translation competence can be found in most studies to different extents. It is necessary to note that professional and personal qualities of the translator vary according to the type of translation that he performs. However, regardless of the type and style of translation, the professional competence of the translator is determined by his mastering of the professional translation competence which is acquired during the educational process and developed with translation experiences. The translation competence level is directly linked to the development level of the whole set of competencies. Some competencies can be automatic and fulfilled at the intuitive level, others need regular work and consolidation (Remezova, 2011).

Naturally professional competence of a graduate will differ from professional competence of a working professional, that is why we propose to introduce the concept of "professional readiness of university alumni", as an integral individual characteristic determining the ability to solve typical professional task in real situations of professional activity, using knowledge, professional skills and creative tendencies (Kunanbayeva, 2017, p. 55).

Information and communication technologies in developing the professional competence of future translators. These days, translation is an important and integral part of different fields of expertise. Translation enables the exchange of cultural knowledge between nations, and the transfer of philosophical ideas and studies. New trends in the modern translation theory and practice resulted in the emergence of the new term "translation industry", which hasn't yet been defined precisely by scientists. This term emerged when the world translation study was moving from linguistic concepts of translation to communicative ones, shifting from mechanical paradigms of translation to activity and discursive ones. It is not relevant to study translation with new material and old methods. Under new conditions, translation is seen as an intellectual process with meanings, extraction, understanding, re-expression, creative and individual rethinking, assignment that ends with the generation of the text that does not copy the original text, but integrates into the host culture in a natural way, enriching it and not destroying itself. Alongside this, the term "translation industry" entails the search of certain algorithms, stages, conditions and rules, due to which the translation text entwines different culture and science (Kushnina, 2012). The specific character of interlingual communication and various forms of

translation activities require developing the special translation competence.

The concept "technology" is one the most commonly used in Russian and foreign pedagogy. The concept was understood differently in its development in pedagogy, starting with its understanding as education with usage of technical means and then as systematic and consistent organization of predesigned educational process.

At first, the educational technologies started to be discussed abroad. The development and implementation of technical means of education encouraged the emergence of this term in didactics, and it gave rise to talk about the "technologization" of education. V.V. Guzeyev in analyzing the main trends of education development of the XX century outlines that attempts to create a technical environment of education were considered to be an alternative to the traditional education (Guzeyev, 2001).

Today it is impossible to imagine the translator's activity without the use of information technologies. Information and communication technologies, same as a computer, are gradually changing the translation area. Information and communication technologies have not only changed the translation overview, but also resulted in the significant progress of translation theory and practice. First of all, level of computerization of all translation aspects has increased. Digital technologies are changing audiovisual industry and translation industry respectively.

The translation process and translators which entered digital age almost three decades ago, have faced new tasks and a new social environment which appeared due to the modern technologies. The year of 1995 became a turning point for audiovisual translation (AVT) and after, for media and news agencies translation. Today special programs is used to create translation memory bases, align texts, manage terms, check spelling and grammar, access electronic bases and search in them, perform machine translation. There are various combined products which unify, for example, translation memory bases, term bases and machine translation. Changing social relations also have a big impact on translation theory and practice. Exchange of experience and opinions has become possible in different discussion groups and forums, social and professional networks, such as LinkedIn and YouTube. New techniques such as audio descriptive commentary, online subtitles and audio subtitles have appeared. New technologies and devices (video streaming, video and television on demand, podcasts, mobile phones and mobile videoplayers) continue to influence broadcasting and audience (Gambier, 2016).

More specifically, today translators use official websites, full text search capabilities, Microsoft Excel spreadsheets, OpenOffice.org, online linguistic referral

services, corpus-based technology, etc. to facilitate their work. Translators forums where they exchange knowledge and experience play an important role. For example, there is forum called Translators city where translators discuss hard-to-translate and non-equivalent vocabulary; terminological tasks, request for translation from/to foreign language, etc.

When starting translation, a translator should understand stylistic and grammatical peculiarities of the text. Translation analysis demonstrated that translators can use information and communicative technologies, such as professional websites and portals, metasearch and search systems, electronic data bases, electronic libraries and magazines, Internet search tools in order to find texts examples and identify their features.

A special role is assigned to electronic dictionaries which provide translation equivalents, etc. Electronic monolingual, explanatory dictionaries, encyclopedia help the translator to find a corresponding unit in the foreign language, defining the meaning of the translated word and comparing all equivalents in the context. The most significant advantages of electronic dictionaries are compact shell program, fast and convenient search system, ease of use (absence of alphabet search, translating by putting the mouse cursor, etc); automatic search of a word or word combination; line-by-line translation of a text, translation of a language combination in both directions; localization of relevant information (providing detailed information about a word, not only translation equivalent, for example, hypertext links to synonyms, antonyms, homonyms or thematic cross-references to analogues; quick translation (highlighting the word in the document by special keyboard combination and its translating); simultaneous search of translation in online dictionaries, in the Internet, etc.; connection to different dictionaries (explanatory dictionaries, encyclopedia, specialized, terminological dictionaries, etc) or certain specializations area; choice of essential options (for example, prioritizing connected dictionaries); special utilities for personal and online updating or adding existing dictionaries, etc. The most common dictionaries are: Multitran, Lingvo, Polyglossum, Google, etc. which have quick and convenient search system, are easy to use, translate words and words combinations automatically, translate in both directions, have a function of quick and simultaneous and many other options. The most common electronic terminological reference resources are systems of terminological data exchange and automatic terminology extraction NARTIF, GENETER, PROMT Terminology Manager, Multiterm Extract, etc.

Modern translators more and more often use computer-aided translation tools (CAT-Tools). Computer-aided translation

typically involves programs which perform machine translation (Machine Translation). At the moment there are many commercial machine translation projects. Systran was one of the first machine translation companies. In Russia a group headed by the professor R.G. Petrovskiy made a big contribution to developing machine translation. PROMT online translator was developed in the laboratory of engineering linguistics of The Herzen Leningrad State Pedagogical Institute in Russia. We cannot seriously consider PROMT online translator's machine translation as a competitor to human translation. Translations made by Promt give a vague idea of the original text are hard to be corrected.

Google Translate was developed by Google in 2000s. It uses the self-training algorithm of machine translation based on the text linguistic analysis. One of the most important advantages of Google Translate is coverage of world languages. The Google developers started with language combinations of English, French, German and Spanish in 2005, and have already launched the program which works with more than 50 languages.

Thus, the use of information and communication and digital technologies, as well as providing access to various information and communication resources of different educational systems, opportunities to participate in teleconferences and communication with professionals working in different fields of expertise, help to *substantially* extend time of training of different types of translation, intensify the work on developing professional translation competence and translation skills. .

Referring to information and communication technologies in translation training, we should note advantages of lingaphone computer rooms with verbal and video communication between the teacher and students as their main feature. Translation training in such rooms allows not only to individualize and significantly enhance the work of students, but also gives an opportunity to perform different kinds of learning activity, such as training and controlling tasks, dialogues in virtual classrooms, educational teleconferences, etc.

Therefore, dynamic changing information content which easily moves from one scenario of production-consumption to another, modified in linguistic versions, culturally adapted and relevant for users who use technologies more and more easily, stands against equivalence paradigm which is analytically applicable to statistic texts and limited fields of use where the translator is the only subject. Emergence of great number of terms specifying linguocultural transformations, for which earlier one term "translation" was enough, shows not only concept discontinuity, but also communication importance for enlarging global network (Gambier, 2016).

Today professional translation is a technically and technologically complex activity. A highly-demanded translator is the one who masters professional competencies, is a literate and well-informed person, who skillfully uses information and communication technologies which are the most important tool of translation activity, as today translation exists in the digital environment.

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