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TO THE ISSUE OF USING INFOCOMMUNICATION TECHNOLOGIES IN THE FORMATION OF PROFESSIONAL COMPETENCE OF TRANSLATORS

The article is devoted to the analysis of the issue of formation of future translator's professional competence as the main factor in the construction of the educational paradigm, which allows improving the quality of professional preparation of translators and allowing to form their language personality. The article discusses the methodological potential of info-communication technologies in solving the abovementioned issue, analyzes translation as a type of speech activity. Attempts are being made to identify the didactic features of info-communication technologies and tools that underlie the use of innovative translation teaching methods and contribute to the formation of the professional competence of the future translator. The article describes the results of the pilot diagnostics monitoring in order to determine starting opportunities for first-year students and to form a positive motivational-value attitude to the translation profession. The study involved 56 students of the Abylai Khan Kazakh University of International Relations and World Languages.

Key words: translation, competence, professional competence, intercultural communication, info-communication technologies.

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Аудармашылардың кәсіби құзыреттілігін қалыптастыруда инфоақпараттық технологияларды қолдану мәселесі

Мақалада болашақ аудармашының кәсіби даярлық сапасын арттыруға және оның тілдік тұлғасын қалыптастыруға мүмкіндік беретін, білім беру парадигмасын құрудың негізгі факторы ретінде танылатын аудармашының кәсіби құзыреттілігін қалыптастыру мәселесі қарастырылады. Аталған мәселені шешудегі инфоақпараттық технологиялардың әдістемелік потенциалы қарастырылып, аударма сөз іс-әрекетінің түрі ретінде талданады. Болашақ аудармашының кәсіби құзыреттілігін қалыптастыруға мүмкіндік беретін және аударманы оқытуда инновациялық әдістерін қолданудың негізінде жатқан инфоақпараттық технологиялардың дидактикалық ерекшеліктерін анықтауға талпыныс жасалынып отыр. Мақалада студенттердің бастапқы мүмкіндіктерін анықтау және аударма мамандығына жағымды мотивациялық және құндылықты қалыптастыру мақсатында мониторингтің бастапқы диагнозының нәтижелері сипатталған. Зерттеуге Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университетінің 56 студенті қатысты.

Түйін сөздер: аударма, құзыреттілік, кәсіби құзыреттілігі, мәдениаралық қарым-қатынас, инфоақпараттық технологиялар.

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К проблеме использования инфокоммуникационных технологий в формировании профессиональной компетенции переводчиков

Статья посвящена анализу проблемы формирования профессиональной компетенции будущего переводчика как главного фактора построения образовательной парадигмы, позволяющего повысить качество профессиональной подготовки переводчика и позволяющего сформировать его языковую личность. В статье рассматривается методический потенциал инфокоммуникационных технологий в решении проблемы, анализируется перевод как вид речевой деятельности. Предпринимаются попытки выявить дидактические особенности инфокоммуникационных технологий и средств, которые лежат в основе применения инновационных методов обучения переводу и способствуют формированию профессиональной компетенции будущего переводчика. В статье описаны результаты стартовой диагностики мониторинга студентов с целью определения их стартовых возможностей и формирования положительного мотивационно-ценностного отношения к переводческой профессии. В исследовании приняло участие 56 студентов Казахского университета международных отношений и мировых языков им. Абылай хана.

Ключевые слова: перевод, компетенция, профессиональная компетенция, межкультурная коммуникация, инфокоммуникационные технологии.

Introduction

The education system is designed to provide preparation for highly educated people and highly qualified specialists who are capable of professional growth and professional mobility in the conditions of informatization of the society and the development of new high technologies. After the accession of the Republic of Kazakhstan to the Bologna process, the competence approach is recognized as the most productive approach to solving the problems of specialist training (V.I. Baydenko, I.A. Zimnyaya, S.S. Kunanbayeva, Yu.G. Tatur, A.V. Khutorskaya and etc.). The adoption of a competence-based approach as one of the leading predetermined consideration of the aim of the educational process as the formation of competences, which is noted in the text of the "Concept of language education in Kazakhstan" (Kunanbayeva, 2010).

The main goal of this article is to explore the methodological potential of info-communication technologies in the formation of future translator's professional competence as the main factor in the construction of the educational paradigm, which allows improving the quality of professional preparation of translators.

Literature review

The term «professional competence of a translator» does not have a uniform and clearly defined definition. One of the main professional activities of a translator is translation. Translation is one of the oldest types of human activity, which arose as a result of communication of people, divided by geographical, historical and cultural factors into different language groups, entering into commercial, economic, political, and cultural relations. As soon as in the history of mankind there were formed groups of people whose languages differed from each other; have appeared "bilinguals", helping to communicate between "multilingual" groups (Barkhudarov, 1990).

In modern conditions, translation mediation is not the only function performed by a translator, which imposes additional duties on it and expands the field of professional self-realization. The trend towards globalization, which is observed at the turn of the XX-XXI centuries, the integration processes in culture, science and economics, inevitably lead to an increase in the number of multilingual contacts, which also determines the activities of the translator. The work of translators contributes to the openness of society and acts as an integral link between people living in different parts of our planet.

Another main field of translators' activity is working with all sorts of information that is present in all spheres of human activity. Therefore, a translator is not only one who has studied a foreign language, mentality, and traditions of its speakers, but also the one who understands, if not all, but most of the informational load. The mastering of translation competence is a gradual process that is strongly influenced by the degree of complexity of the texts the translator is working with. Events of historical importance, political relations between states, and terms from various fields of science and

technology: this is not the whole list of information that a translator should master.

Thus, the activity of translators is really important in the process of intercultural communication, as the success of the communicative act itself often depends on the quality of translator's work; it is an invisible tool in regulating international relations at political, cultural and economic levels. The activity of a translator can be viewed as a communicative act (transformation of objects and structures of one language into objects and structures of another according to certain rules), in which the translator acts as an intermediary with deep knowledge of the language (both foreign and native), culture, national traditions of the country of the target language, and wide background knowledge. Being the central figure of intercultural communication, translators perform a socially important communicative function, making international contacts possible in political, commercial, scientific, technical and other fields, without which the existence of modern humanity is unthinkable. In this regard, there is an urgent need for the formation of professional competences of future translators during their studies at the university.

Many researchers of domestic and foreign pedagogy and linguodidactics (E.F. Zeer, S.S. Kunanbayeva, A.V. Kraevsky, and etc.) are engaged in studying the issue of competences in higher education. Thus, I.A. Zimnyaya believes that "competences are some internal, potential, hidden psychological neoformations: knowledge, ideas, programs (algorithms) of actions, systems of values and relations, which are then revealed in the competences of a person" (Zimnyaya, 2006).

The most common judgment in the relationship between the concepts of "competency" and "competence" is the understanding of "competency" of a person as an acmeological category and the potential of intellectual and professional development of a person, characterized by "competences" that should be formed in the educational process as systemic qualitative neoformations, writes in her monograph S.S.Kunanbayeva (Kunanbayeva, 2010). Competence, says S.S.Kunanbayeva, acts as an integrated characteristic of the quality of education and training of graduates, i.e. competency/competence are considered in unity, reflecting the attitude of the "potential whole" (the final quality result of education) to the "actualized private" (development of competence during training).

The concept of "professional competence of the translator" is considered by different translation studies and is of great theoretical and practical interest. Each scientist seeks to clarify the factors constituting it, the ways of its formation and development. Thus, L.K. Latyshev, defining translation competence as a set of knowledge and skills that enable a translator to successfully solve his/her professional tasks, divides this set of knowledge into two parts according to the principle of the involvement degree in the translation process. The scientist distinguishes between the basic and the pragmatic part of the translation competence, which, in turn, are divided into pairs. The basic part, which combines the elements of the PC that are used in the process of translating constantly, has a conceptual and technological components. The pragmatic part that combines the skills that a translator needs when performing certain types of translation includes special and specific components (Latyshev, 2003).

Different researchers distinguish various components of professional competence of the translator, but the merit of creating a holistic concept of translational competence belongs to V.N. Komissarov. "In the process of creating professional translation competence, a kind of language personality is formed, which has a number of differences from the "normal", non-translational personality. These differences are revealed in all the main aspects of speech communication: linguistic, text-forming, communicative, personal, and professional. " Thus, according to V.N. Komissarov, translational competence includes linguistic, text-forming, communicative, technical and personal characteristics of the translator (Komissarov, 2002).

L.V. Remezova proposes to allocate socio-cultural competence as an independent competence in the portrait of the translator (Remezova, 2011). From the end of the 20th century, the concept of "culture" began to occupy one of the key positions in the conceptual apparatus of translation researchers. As we mentioned above, ensuring the process of communication, translation helps to realize interaction not only between two languages, but also between two societies, two cultures. This provision allowed researchers to consider the professional activities of translators as not only interlingual, but also as intercultural interaction.

Difficulties facing scientists in their attempts to define professional competences of a translator stem from the rather complicated nature of translation as such. Translation is an interdisciplinary field and multitasking activity that requires much more than "merely" a linguistic competence in two languages. In the case of harmonious translation, we can speak of the translator as the carrier of an elite speech culture, i.e. the translator becomes an

elite linguistic personality. On the one hand, the linguistic personality of the translator itself develops and improves, on the other hand, the personality of the recipient for whom the translation is performed being developed and enriched.

Professional competence of a translator as a multifaceted concept includes "passive" elements (related to the knowledge) and active elements (procedures and strategies) that are used while working on the translation task.

According to the definition of A.B. Shevnin, translational competence is nothing more than a "general set of knowledge, actions-skills and operations-habits necessary for a translator to successfully carry out his/her professional activity" (Shevnin, 2006).

Thus, despite the sufficient development of the problem of the professional competence of the translator, a number of tasks remain unsolved; in particular, its component composition needs to be clarified. The future translator should be ready to implement several types of professional activity, namely organizational-communication, information-analytical and research. Formed readiness for the implementation of these activities provides the content of the translation process: implementation of written and oral translation from/into the foreign languages; text types, editing translation; text summarizing and annotating of any complexity and any thematic focus; use of info-communication technologies in activity; enriching the personal thesaurus and studying special terminology in various fields; knowledge of strategies adopted in solving translation problem; adaptation to the new cultural environment.

Today translation is a technologically complex activity. 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.

Materials and methods

Questions of translation modeling are covered in the works of a number of authors (L. S. Barkhudarov, V. G. Gak, V. N. Komissarov, J. Catford, L. K. Latyshev, R. K. Minyar-Beloruchev, E. Naida, K. Nord, I.I. Revzin, Ya.I. Retzker, V.Yu. Rosenzweig, E.A. Selivanova, A.V. Fedorov, M.Ya. Zwilling, A.D. Schweitzer, A.F. Shiryaev and etc.). Researchers consider hermeneutic, dialogic, informative, cognitive-heuristic, communicative, constellational, linguoculturological, psycholinguistic, semantic, semiotic, situational-denotative, transformational,

and functional-pragmatic (dynamic) translation models.

In the linguistic translation theory, translation models represent the translation process in the form of a series of mental operations on language or speech units, i.e. in the form of linguistic operations, the choice of which is conditioned by the language features of the original and the corresponding phenomena in the language of translation (Komissarov, 1990). The linguistic model of the translation, according to V.N. Komissarov, represents a series of successive transformations of the text of the original into the translation text, with the help of which the desired result can theoretically be achieved. Any translation model is hypothetical, since there is no direct evidence that the translator acts exactly as follows from this model, but the coincidence of the translation result with the predicted one by the model shows that it has a certain explanatory power (Komissarov, 2002).

The work of L.L. Nelyubin and G.T. Khohoni, discusses the main theories and translation models of the twentieth century. The model of translational activity of L.L. Nelyubin includes four levels, revealing the main stages of the creative process of the translator's work. The first level of translation implementation can be designated as identification and primary understanding of words and the general structure of the text. Further, on the level scheme of translation implementation, the factor of deeper understanding the meaning of both individual text units (words, phrases, phraseological units), and larger segments (sentences, hyperfine unity, text as a whole) is clearly seen, which makes up the second level of translator's actions. The complex of actions of the translator to recreate the semantic and stylistic information of the original using the means of the translation language can be attributed to the third level in the general scheme. The fourth level ("control self-editing") consists of the final evaluative actions of the translator (Nelyubin & Khohoni, 2003).

Transformational and semantic models of translation, complementing each other, reflect modernist trends in the paradigm of knowledge about translation. Both of these models were the basis for the development of Russian machine translation systems.

S. V. Latysheva and S. I. Romanov highlight such general problems of teaching translation as: poor development of complex text analysis skills among student translators; poor development of translation strategy skills; poor development of skills for choosing translation methods, based on a

comprehensive text analysis (S. V. Latysheva and S. I. Romanov, 2009).

Thus, the starting point of translators training in terms of teaching translation technologies, according to a number of scientists, should be the inculcation of skills "related to the problematics of the norm, semantic structure of the text in translation", because if there is no ability to select adequate means of expression for the reproduction of content, it can lead "to the consolidation of the habit of semantically accurate, but too literal or simply casual language translation" (L.K. Latysheva). The teaching materials should include not only texts from textbooks and manuals, but also press materials, popular science publications, excerpts from literature on other disciplines, instructions, recordings of television programs, news programs, interviews and reports. In addition to the formation of a culture of thinking and a culture of speech in the native language, access to various sources of information, thematic diversity of information and its active processing will undoubtedly contribute to the development of both professional translation competence, and also the so-called background competence, since it is directly related to the general outlook and erudition.

Modern advances in the field of info-communication technologies make a significant contribution to the translation teaching methodology in higher education. Through these teaching technologies, students, teachers, and specialists can communicate using a real voice (real communication) or using text documents and recordings. Many scholars in the educational field believe that the education system of the 21st century will be largely based on interactive virtual teaching. Thus, the idea that the teacher makes sense to delve into the study of technology is not new. Consequently, A.D. Gartsov believes that "the development of information technology tools by teachers and practitioners will accelerate the formation of the information learning environment and will contribute to its timely modernization in the global Internet" (Gartsov, 2009).

In turn, N.V. Mikhailova notes that the creation of teaching systems "marks the transition from fragmentary, uncontrolled, poorly controlled use of Internet resources by the students in the learning process; and implies that the students carry out systematic, purposeful, managed and controlled work in a specially created for this space of the Internet ..." (Mikhailova, 2012). We identify the following functions of such systems: the possibility of registering students and teachers; content delivery;

providing various types of interaction of students among themselves and with teachers; performance of monitoring; collection of statistics on academic work; report generation.

The most popular overseas virtual environments for creating online courses are Moodle, WebCT (Web Course Tools), AIOLE (An Interactive Online Learning Environment). Learning Management System (LMS) Moodle is the ability to automate the management of the learning process; quickly compose and provide educational material; support generally accepted standards for presenting information and personalize learning. Among the main advantages of LMS Moodle: organization of interchange of knowledge (file exchange, distribution, forum, chat, etc.); use of any grading system (scoring, verbal) and monitoring student knowledge; application of interactive course elements such as questionnaires, glossary, and tests; possibilities of sending email messages from forums, teachers and students.

If we once again turn to LMS Moodle, we will see that the Moodle system allows to create educational resources of various types, including the following: simple text pages; web pages containing HTML tags that allow adding pictures, and hyperlinks; books that allow to display the studied content in the form of a hierarchy of sections and subsections: links to a file, to a web page, or to a directory that implement access to resources; presentations and video files; a glossary containing definitions of key terms used in the course. Text downloadable content can be prepared in various formats. In order to control the knowledge gained, it is presupposed to conduct both intermediate and final control upon completion of the course. Moodle features can be also used for the implementation of current control in the form of: a task, which is determined by the teacher; a seminar in which a student must perform a specific job; a survey to test students' knowledge on the basis of microtesting; or a test representing the main mechanism for controlling students' knowledge. The study of educational content can occur in various modes: an arbitrary mode in which the student himself/herself can determine the time of study and the order of viewing the educational content; a sequential mode in which a specific time can be allocated for each topic, and at the end of the topic it is necessary to successfully complete all the tests and tasks provided; a lesson mode in which, after studying the material, a student should answer questions that determine whether he/she can proceed to the next topic, or repeat the content being studied.

Another common tool that allows for professional interaction and mutual translation

training is web services. Wiki services are already used in the educational process of the university, a number of scientific publications testify to this. In fact, working on a wiki is an organized collaborative compilation of texts, with the goal of creating an up-to-date and complete information resource on specific topics. Thus, M. O. Ilyakhov defines the following advantages of the wiki: the special hypertext structure of the material forms practical problem-solving skills, forms the ability to apply knowledge in specific problem situations and strengthens interdisciplinary communication (differentiated and problem-based teaching); multimedia material activates attention and develops all types of speech activity (learning optimization); asynchronous communication via the web with feedback allows to implement remote control and increases the learning autonomy of the students (distance learning) (Ilyakhov, 2011).

The info-communication teaching tools demonstrate particular effectiveness in solving the acute problem of the formation of practical skills and professional experience in students. For example, natural language processing and machine translation systems are represented by the following programs: Natural Language Projects at ISI, Multitran Automatic Dictionary Multitran, Translate.Ru, LEO, PEREVODOV.NET, Computer Aided Translation, Google Translate, mostly developed as tools for text analysis, semantic information search, formation of electronic archives, and etc. Also of particular interest to student translators are speech synthesis and speech recognition programs, for example: Sacrament Text-to-Speech Engine v2.0, CSLU Toolkit, which allow to pronounce texts, making intonation pauses, changing the tone and timbre of speech, carry out the synthesis and recognition of speech, sound text, process spectrograms and sound signals, etc.

The dictionaries and thesauruses section is represented by such programs as British National Corpus, WordNet, Merriam Webster explanatory dictionary, and etc. The data bank EuroTermBank is one of the most powerful terminology banks that cover all European Union languages. This linguistic resource includes 133 local resources developed in various EU translation bureaus, 2,650,976 terms (the number is constantly increasing), 710,705 entries, 221,512 definitions in 33 languages. The dictionary database is replenished by the work of a terminology bureau (in Brussels and Luxembourg). The system is updated weekly. The structure of information in the EuroTermBank database suggests various options for choosing the source language and the target language, the subject area, and the form of information presentation. When selecting specific options, information is provided on translation options in different subject areas and on recorded phrases (Belyaeva, 2016).

In the process of working on translation, it is customary to distinguish several stages, the main of which are: creation of a list of term pairs of a specific subject area or sub-area (extraction of terms from parallel or comparable texts, their verification and description); ordering pairs of terms with respect to the term field under study (systematization and analysis of the term system); normalization of pairs of terms regarding the language of translation (selection and approval of normative terms, unification, optimization); codification of the terminological system (forming a normative dictionary, standardization and recommendation of terminology); terminology harmonization or interlanguage ordering (Kit, 2010).

Results and discussion
Pilot monitoring
Translation is a complex and multifaceted type of human activity. Although it is usually assumed as translating "from one language to another," but in reality, process of translation is not just the replacement of one language by another. In translation clash different cultures, different personalities, different thinking styles, different literatures, different levels of development. Thus, new info-communication technologies require especially trained teachers and researchers, who will take the burden of future education.

We will describe the results of experimental work on the implementation of the developed model for monitoring the professional-based competences of students – future translators. In order to determine the starting opportunities for first-year students and to form a positive motivational-value attitude to the translation profession, testing and questioning of first-year students of the translation department were conducted (year 2018, 56 respondents in total) within the framework of the start-up diagnostics monitoring unit. In order to identify the motives for entering the translation specialty, a survey was conducted, the results of which revealed that about 57% of first-year students entered this specialty because they want to get the profession of a translator. However, quite a few respondents indicated as a reason for admission: the need to obtain a higher education (27% of respondents) or a more in-depth knowledge of a foreign language (16% of respondents). Let us give some examples from the answers of the participants: "It became clear to me

that I like the profession of a translator." "Now I want to become a translator even more." "I liked the lessons. They made me think even more about my future profession and education. I learned a lot about the profession of interpretation and translation." "I especially liked the translation practice classes. I wanted to master translation skills."

We have conducted a survey among foreign language teachers, as well as first-year students (56) of the translation department for the determination of the role and importance of info-communication resources in teaching translation. In order to raise students' awareness of the possibilities of info-communication technologies, training was conducted on such aspects of professional translation activities that most characterize its specificity and are of particular interest to teachers and students. In order to identify individual methods of working with info-communication resources, we asked students to describe their actions in searching, processing and presenting information step by step. As a result of the discussion, we found that most students equate the search for information with a search on Google, Youtube, and an interactive resource Wikipedia. Students use mostly linear methods (notes, list of keywords, referencing, etc.) for processing and presenting information.

Thus, based on the results of initial diagnostics, it was found that teachers and students consider it necessary to use IC technologies and resources in the process of teaching translation. 90% of teachers noted that it is advisable to introduce IC technologies and resources into the process of teaching translation. At the same time, 50% of teachers consider IC technology as a means of performing independent work, 40% – as a means of forming various types of speech activity. So, to the question "Do you consider yourself ready for active work in the Internet and use of info-communication educational resources in teaching translation? 23% of foreign language teachers consider themselves not ready for active work in the Internet and use of info-communication technologies in the educational process.

The overwhelming majority of the respondents emphasized that the use of IC technologies in teaching translation is especially effective for the formation and improvement of such translation skills as mastering computer programs at a level sufficient to work with translated texts; mastering of the Internet for prompt receiving and sending of translated materials; the ability to find information on the Internet; ability to work with dictionaries and reference books; the ability to comprehend and understand information in the conditions of interaction of subjects with a view to transferring information; the ability of identifying linguistic and non-linguistic means that convey the subject content and semantic development of the text, as well as linguistic means that allow the message to be related to a particular speech type (description, narration, proof), and etc. In addition, IC technology contributes to a better assimilation of speech communication models, the formation and improvement of communication skills, the expansion of socio-cultural and linguocultural knowledge. As the main difficulties when working on the translation of the text, students note the translation of phraseological units, grammatically and stylistically correct design of speech in a foreign and native language, the polysemy of words and the choice of a suitable word meaning for a particular context.

In order to work out the skills of planning and organizing their activities, students were asked to draw up a schedule for managing their time for working with online services, which they needed to use both for completing the tasks of the educational module on the Moodle platform, and for performing the independent work tasks (SIW), as well as for planning and organizing their learning activities in general.

The initial diagnostics of monitoring and analysis of the translator's activity allowed us to analyze the specificity, cognitive mechanisms that ensure the successful implementation of this activity, analyze the informational environment of translation and discourse genres typical for the translator's activity from the standpoint of an interdisciplinary approach. The interdisciplinary approach became the aim of the model of the formation of translator's professionally-based competences developed by us; and led to the implementation of various methodological approaches in the aforementioned model: personality-oriented, activity-based, cognitive, discursive, psychological, sociocultural, and informational-technological.

Conclusion

Thus, summarizing the aforesaid, we will outline the main points that should be taken into account when developing a system of activities in order to form professionally based competences of the future translator.

The use of info-communication technologies and tools, along with providing access to numerous sources of information and communication with various educational systems, providing

opportunities for participating in teleconferences and communicating with specialists working in various areas of translation, allows us to individualize the process of mastering foreign language, to establish effective feedback, significantly increase training time for different types of translation for each student, to intensify work on development and improving of professionally based competences of the future translator.

At this stage of development of modern translation studies, ICT technologies make it quite easy to overcome the language barrier, while retaining the authenticity of the original utterance and speech pattern to the maximum, which has a very positive effect on improving the integrational processes in the world.

ICT and online linguistic resources are an important practical resource, the use of which should be an essential condition for reparation of translators.

Successful implementation of these principles is possible only if interdisciplinary connection is ensured in the educational process, and this primarily concerns the disciplines of the language cycle.

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