

**Svitlana AMELINA, Rostyslav TARASENKO**

National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine

## **Competence-based approach to the formation of information competence of future translators**

### **Introduction**

Experience of educational systems of many countries shows that one way to update the content of education and educational technology, aligning them with the modern needs of integration into the world educational space is the orientation of modern education to competence approach and creating effective mechanisms for its implementation.

### **1. Definition of competence-based approach**

Under the competence-based approach is meant the focus of educational process on the formation and development of the core (base, key) competencies of the individual. The result of this process is the formation of the general competence of the person as a set of key competencies, integrated personality characteristics [Ovcharuk 2004: 64]. The transition to the competence approach means the shift of emphasis from the accumulation of regulatory-defined knowledge and skills in forming and developing the ability to work practically. It means that the main purpose of specialist training in today's society is not the traditional understanding of obtaining clearly defined skills, but the acquisition and development of certain competencies that should provide him with the opportunity to adapt to a dynamic development of the modern world [*Компетентнісний підхід у навчанні...*].

### **2. Definition of competence**

In order to clarify the nature of the key concepts we present some definitions of “competence”, that is the basis of the competence approach. The concept of “competence” is interpreted differently in the works of both foreign and national scientists. In order to summarize the different views on this concept the program “Definition and Selection of Competencies: Theoretical and conceptual foundations” (abbreviated “DeSeCo” »Definition and Selection of Competencies«) by a group of experts from different fields within the Federal Statistical Department of Switzerland and the National Center for Education Statistics U.S. and Canada was initiated. As a result of the program, the participants define the concept of competence as the ability to successfully meet individual and social needs, act

and perform tasks. Each competence is based on a combination of cognitive attitudes and practical skills, values, emotions, behavioral components, knowledge and skills, all that can be mobilized for active actions [*Definition and Selection...*].

According to the definition of the International Department of the Standards for Learning, Achievement and Education (IBSTPI), the concept of competence is defined as the ability to efficiently act and to perform a task or job. The concept of competence has a set of knowledge, skills and attitudes that enable the individual to act effectively or to perform certain functions, to achieve certain standards in the professional sector or a particular activity [Spector 2001: 1].

Most pedagogues understand by human competence specifically structured (organized) sets of knowledge, skills and attitudes that are acquired during training [Ovcharuk 2004: 17].

It is important to note that one of the main incentives for the development of competence-based approach in education is requirements of business and entrepreneurship. Modern employers in most countries usually do not have complaints about the level of technical knowledge of university graduates, but they are often noted uncertainty of graduates and lack of experience in the integration and application of knowledge in decision-making as a defect of modern education [Ovcharuk 2004: 17]. Therefore, an important step that will ensure the convergence of education and fields of professional activity of graduates was the approval of the National Qualifications Framework, which defines a systematic and structured description of competences for qualification levels [Postanova 2011].

### **3. Competences of future translators**

In view of the ultimate goal of the educational process of training future translators to perform professional activities, we have analyzed the requirements of normative documents that determine the translation activities. In particular, according to the European Standard BS EN 15038:2006, which regulates the conditions for performance and quality assurance of translations, translators must possess professional competence, that is, such competences must be formed [BS EN 15038: 2006]:

- translation competence as the ability to translate text on a professional level. Translation competence includes the ability to assess the difficulty in understanding the text and its creation, and the ability to transmit the text into the target language according to the agreement between the customer and the provider of translation services and to justify the reasons for the chosen solutions;
- linguistic and textual competence in the source language and the target language as the ability to understand the language of the original and to master the target language. Text competence requires knowledge of many types of

- texts, both standard language texts and specialized texts, and includes the ability to apply this knowledge for their creation;
- research competence, collecting and processing information as the ability to effectively acquire additional linguistic and specialized knowledge needed to understand the source text and creating text translation;
  - cultural competence as the ability to use information about local conditions, standards of behavior and system of values that characterize the culture of source and target languages;
  - technical competence as the ability and skills necessary for training and translations. Technical competence includes the ability to use modern tools of information technology.

Competence requirements are declared in the standard STTU APU 001-2000 of Translators Association of Ukraine [*Standard...* 2000]: language skills, methods of translation; ability to work with dictionaries and terminological standards.

In order to standardize the requirements for training of future translators, determining a single list of competences the European Commission created the European Master Program in Translation (EMT). The proposed program includes six core competencies: competence in providing translation services; linguistic competence; intercultural competence; information competence; thematic competence; technological competence [*Competencies...* 2009: 4–7]. In our view, the competences of a translator contained in the European Master's Program in its totality constitute professional competence of a translator.

Competence in providing translation services is concretized in two aspects: interpersonal and production. Interpersonal aspect involves understanding the social role of the translator; knowledge of market requirements; negotiating skills with the client; time planning and management; observance of professional ethics; ability to collaborate with other professionals and project manager, ability to work in a team. The production aspect involves the translation according to customer order; ability to identify strategies of translation of documents; ability to identify translation problems and to find appropriate solutions; ownership of strategies and techniques of translation; adherence to quality standards. Language competence of the translator is the knowledge and ability to use grammatical, lexical and idiomatic patterns, graphic and typographical symbols in working languages. Intercultural competence involves two aspects (the sociolinguistic and textual). Sociolinguistic aspect means the knowledge of the functions and values of language versions (social, geographical, historical, stylistic); knowledge of the rules of interaction in a particular community, including non-verbal elements. Text aspect involves knowing, understanding and analysis of the macrostructure of the document and its overall coherence; knowledge and understanding of the hidden meaning, allusions, stereotypes and intertextual nature of the document; ability to summarize relevant information in the document. Information competence includes the ability: to identify the need for in-

formation and documentation; to develop strategies for documentary and terminological research (including the involvement of experts); to select and to process information relevant to a particular task (documentary, terminology, phraseology information); to develop evaluation criteria for documents available online or on other media, i.e. the ability to assess the authenticity of documentary sources; effectively use the tools and search engines (e.g., terminology software, electronic corpora, electronic dictionaries). Thematic competence involves the ability to find relevant information for better understanding of the thematic aspects of the document; expand their knowledge in the area of specialization. Technological competence includes knowledge of effective and rapid utilization and integration of a number of software products for the correction text translation, using terminology, formatting results.

Considering the above said, we believe that one of the competencies that in the information society largely determine the level of professional skills of a translator is information competence. Confirmation of this view is found in the American and European standards of competence information [*Information...*; Horton 2008; Catts, Lau 2008], which define it as a set of skills, attitudes and knowledge to determine the necessity of information to solve the problem or make a decision; formulation of information needs, providing effective search to obtain, interpret, understand, organize information; evaluation of its validity and authenticity; analysis of its relevance [Horton 2008].

## Conclusions

Application of the competence-based approach in training future translators provides orientation of content and outcomes of the educational process on the formation of their key competences that allow performing professional activities in accordance with unified and nonstandard production tasks to be competitive on the international job market.

## Literature

- Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи* / за заг. ред. О.В. Овчарук. – К., 2004. – 112 с.
- Компетентнісний підхід у навчанні школярів: суть, перспективи, проблеми.* [Електронний ресурс]. – Режим доступу: <http://www.metodist-r.ucoz.ru/metod/komp1.1.doc>
- Постанова Кабінету міністрів України № 1341 від 23 листопада 2011 р. [Електронний ресурс]. – Режим доступу: <http://zakon4.rada.gov.ua/laws/show/1341-2011-%D0%BF>
- Стандарт асоціації перекладачів України. Кваліфікація та сертифікація перекладачів СТТУ АПУ 001-2000. Загальні вимоги.* [Електронний ресурс]. – Режим доступу: <http://www.uta.org.ua/15>
- BS EN 15038:2006 Translation services – Service Requirements, June 2006.
- Competencies for professional translators, experts in multilingual and multimedia communication,* Brussels, January 2009. – 7 p.

- Definition and Selection of Competencies. Theoretical and Conceptual Foundations* (DESECO). Strategy Paper on Key Competencies. An Overarching Frame of Reference for an Assessment and Research Program – OECD (Draft). – 279 p.
- Information Literacy Competence Standards for Higher Education* [Электронный ресурс]. – Режим доступа: <http://www.ala.org/acrl/standards/informationliteracycompetence>
- Horton F.W. (2008), *UNESCO Information for All Programme «Understanding Information Literacy: A Primer»*. Edited by the Information Society Division, Communication and Information, Sector Paris: UNESCO, – 94 p.
- Spector, J. Michael-de la Teja, Peana. ERIC Clearinghouse on Information and Technology Syracuse NY. Competencies for Online Teaching. ERIC Digest. Competence, Competencies and Certification. 2001. – p.1-3.
- Towards Information Literacy Indicators*. Conceptual framework paper by Ralph Catts and Jesus Lau. UNESCO: Paris, 2008. – 46 p.

### **Abstract**

The article deals with the questions of competence-based approach in training future translators. The regulatory requirements for the competence of translators for their professional activities are summarized. The place of information competence in the structure of professional competence of translators is defined. Formation of information competence of future translators as one of the key competencies will allow a systematic approach to dealing with foreign-language information, as the main object of translation..

**Key words:** competence-based approach, information competence, translator.