

3. Danyliuk A.I. Formuvannia systemy upravlinnia trudovym potentsialom promysloвого pidpriemstva: dys... kand. ekon. nauk: 08.00.04 / A.I. Danyliuk ; Pryazov. derzh. tekhn. un-t. — Mariupol, 2008. — 319 s. [in Ukrainian]
4. Verba D. Teoretychni osnovy doslidzhennia sotsialnoi vidpovidalnosti robotodavtsia // Ukraina: aspekty pratsi, 2013, № 2, С. 33-40. [in Ukrainian]
5. Doklad Heneralnogo Dyrektora Mezhdunarodnogo biuro truda (MBT) na 87-y sessyy Mezhdunarodnoi konferentsyy truda. Zheneva, yuiun, 1999 h. — 106 s. [in Russian]
6. MOP v Ukraini: Napriamy diialnosti // <http://www.ilo.org.ua/Pages/ProjectsILO.aspx> [in Ukrainian]
7. Sotsialno-ekonomichni stan Ukrainy: naslidky dlia narodu ta derzhavy: natsionalna dopovid / Za zah. red. V. M. Heitsia [ta in.]. - K. : NVTs NBUV, 2009. - 687 s. [in Ukrainian]
8. Novyko O.F., Amosha O.I., Antoniuk V.P. ta in. Stalyi rozvytok promysloвого rehionu: sotsialni aspekty: Monohrafiia: NAN Ukrainy, In-t ekonomiky promyslovosti. — Donetsk, 2012. — 534 s. [in Ukrainian]
9. Mizhnarodna konferentsiia, prysviachena Dniu sotsialnoi spravedlyvosti // <http://www.fpsu.org.ua/nasha-borotba/595-sotsialna-spravedlyvist-gidna-pratsya-ta-sotsialnij-zakhist> [in Ukrainian]
10. Ukraina ta krainy SND 2010: Statystychni zbirnyk. — K.: Derzhavna sluzhba statystyky Ukrainy, 2011. — 106 s.
11. Statystychni shchorichnyk Ukrainy za 2011 rik / Derzhavna sluzhba statystyky Ukrainy — Kyiv: TOV «Arhust treid», 2012. — 558 s. [in Ukrainian]
12. ILOSTAT Database // <http://www.ilo.org/ilostat/faces/home/statisticaldata>
13. Vodianyuk A. O. Ryzky zahybeli na vyrobnytstvi: porivnialnyi analiz. 36. nauk, prats NNDIOP. - K.: NNDIOP, 2002. - Vyp. 6. - S. 89-96. [in Ukrainian]
14. Official titles of the Conventions adopted by the International Labour Conference // <http://www.ilo.org/ilolex/english/conventions.pdr>,
15. Pirharu N. Trudovie prava ukraintsev narushaiut bolee 84 % rabotodatelei // http://ru.golos.ua/social_problem/13_05_23_trudovye_prava_ukraintsev_narushayut_bolee_84_rabotodateley
16. Statystychni shchorichnyk Ukrainy za 2010 rik / Derzhavna sluzhba statystyky Ukrainy; za red. O.H. Osaulenka. — K.: Avhust Treid, 2011. — 560 s. [in Ukrainian]
17. Human Development Report 2010 <http://hdr.undp.org/en/reports/global/hdr2010/>
18. Ofitsiiny veb-portal FPU // http://www.fpsu.org.ua/index.php?option=com_content&view=article&id [in Ukrainian]

Рецензія/Peer review : 2.8.2013 р. Надрукована/Printed : 10.9.2013 р.

Рецензент:

UDC 378.147:372.

YE. V. DOLYNSKYI
Khmelnitskyi National University

INFORMATIVE COMPETENCE OF FUTURE INTERPRETERS AS PART OF THEIR COMPETITIVE ABILITY IN THE DEVELOPMENT OF SOCIALLY-LABOUR RELATIONSHIPS

Abstract – This work presents some of the preparation of future translators of IT resources, improving the quality of their training based on competence quality approach. This article deals with: the goals and objectives of informative training the students of interpreter department; the analysis of using informative-communicative technologies during the training. The article deals with the main tendencies for improvement informative training of future translators, studies the importance of forming the informative competence are described, due to computerization of education. An example of an approach of forming the informative competence is given. This article shows the analysis of many different terms that are used in information technology, grounds the basic concepts of category «informative competency». The author of the article summarizes the pedagogical conditions of forming students' informative competencies based on modern scientific researches.

Keywords: information technologies, informative competency, informative culture, training of future translators.

Є.В. ДОЛИНСЬКИЙ
Хмельницький національний університет

ІНФОРМАТИЧНА КОМПЕТЕНТНІСТЬ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ ЯК СКЛАДОВА ЇХНЬОЇ КОНКУРЕНТОСПРОМОЖНОСТІ У РОЗВИТКУ СОЦІАЛЬНО-ТРУДОВИХ ВІДНОСИН

У статті окреслено основні напрямки покращення інформатичної підготовки майбутніх перекладачів; обґрунтовано важливість формування інформатичної компетентності, що обумовлено інформатизацією освіти, розвитком соціально-трудоу відносин, глобалізаційними процесами. У статті обґрунтовується поняття «інформатична компетентність». Розглядаються цілі і завдання інформатичної підготовки майбутніх перекладачів та аналіз використання інформаційно-комунікаційних технологій в процесі їхнього навчання.

Ключові слова: інформаційні технології, інформатична компетентність, інформаційна культура, підготовка майбутніх перекладачів.

Introduction

Stating of the problem in general. Entry of humanity into information society is characterized by rapid development of information-communication technologies (ICT) and creation of qualitatively new, information environment of live activity. More and more people are involved in information interaction not only as passive information users, but as well as designers of information resources and services. Information society is firmly associated with «high technologies». In such society a person is required to have an ability to creation and enlarging his/her knowledge. In the scale of the whole earth civilization there appears a global problem – to train timely

people to new life conditions and professional activity in highly automated information environment, to train them to act independently in this environment, to use effectively its possibilities and to protect themselves from negative influences.

Analysis of recent research or publications. The problem of a professional teacher's activity has always been in the center of attention of such Ukrainian scientists as I.D. Bekh, N.M. Bibik, S.U. Honcharenko, I.A. Zyazyun, O.H. Moroz, O.I. Pometun, V.V. Radul, O.V. Suhomlynska etc.

The problem of competence approach in education system has been in the center of attention of such Ukrainian scientists as (N.M. Bibik, O.V. Ovcharuk, L.I. Parashchenko, O.I. Pometun, S.E. Trubachevoiu, A.V. Khutorskym, L.L. Khoruzhoiu), it is actively studied the problem of information and communication technologies (ICT) in education (V.P. Andrushchenko, H.O. Ball, V.Yu. Bykov, R.S. Hurevych, M.I. Zhaldak, O.O. Matsiuk, R.V. Sharan).

Research in the field of competency, professional ability (M.A. Antonchenko, V.I. Baidenko, V.P. Bespalov, N.Kh. Nasyrova, O.V. Ovcharuk, Yu.H. Tatur, A.V. Khutorskoi); informative competence (N.M. Bibik, L.Ye. Petukhova, Ye.M. Smyrnova-Trybulska) are also important.

Main goals of the article. To ground the necessity of forming and developing the Informative competence of future interpreters as part of their competitive ability in the development of socially-labour relationships.

Exposition of the main research. Establishing of information society made actual the necessity of a person's special training to the life in a new information-technological and educational environment. The most important feature of a person in a modern dynamically changing society is an ability to work professionally with information, acquire knowledge independently, constantly advance in professional qualification. In this connection a great importance is given to organization of information training of citizens and, in the first turn, of learning youth.

The necessity of a person's special training to life in the Information Society is underlined in the main documents of the World Summit on the Information Society, two stages of which took place in 2003 in Geneva and in 2005 in Tunis. The leading international organizations, initiating discussion and studying the problems of a person's training to life in the information society are UNESCO and the International Federation of Library Associations and Institutions (IFLA). Thanks to their efforts at present the concept of information competency has been formed.

At the turn of – the XXIst centuries ICT rapid development led to important differentiation of literacy kinds connected with information work: «Computer, network, electronic, multimedia, visual», etc. Each of this word reflects one special feature of this or that kind of information literacy, connected either with used technical means and technology or information kind. IFLA suggested to use the concept «information competency» as the generalized term [1].

Thus, researchers in the different countries feel some limitation of the term «information competency». They are looking for new generalized concepts, allowing to reflect both the diversity of information sources, and multitude of technologies, methods and forms of work with information knowledge of which is so necessary to a modern person. Russian researchers think that such capacious generalized concept is «a person's information culture». It allows to integrate in citizens' information training both ICT achievements and knowledge of traditional and network information resources, ability of analytical-synthetical processing, critical analysis of information and independent designing own information products on this base. Moreover the whole information training is organically included in a sphere of the whole culture of a person [2].

Individual informative competence is demonstrated in the conscious application of the specific ICT in the active solution of various problems with achieving a successful outcome.

Today, there are many reasons to talk about forming a new information culture and information competence. Informative competence as the part of general competence is nothing more than a person's ability to work with information efficiently using information technologies, it is achieving by the formation and development of information relations.

In world's educational practice the notion of the competence serves as a key concept. It is determined by the formation of many generalized skills with help of information. In addition, each skill will be concretized according to the features of subject of education. Modern teacher must be able to carry out the educational process in accordance with the objectives determined by informative society in the modern education system, and to use productively information technologies in the process.

Training future translators to work in the new learning environment is based on the following ideas:

- a) the formation of the methodological skills to analyze the necessity and effectiveness of different types of ICT in education and their professional activities;
- b) to attend the needs of professional interpreters in the organization and improve its activities;
- c) the increase in autonomy in the implementation of continuous education in order to ensure the readiness of interpreters to work in the new educational environment [3].

However, there are some problems in the education system today. If you describe the main deficiencies in the training associated with the use of ICT in future career of the translators, you can highlight the following points:

- dominance of the traditional system of training, which has significant gaps, there is no approach that focuses on changing professional educator in the new learning environment;
- the skills to use ICT tools outside the context of future careers and professional registration requirements;

- training is carried out only in the "user" context, not based on the methodology and the psychopedagogical principles of the educational process;
- changes in the educational situation and the lack of approach to the preparation of future interpreters in the use of ICT in the light of new directions.

The new educational environment changes the role of the interpreter; he is no longer a translator of the necessary knowledge. Today is formed a new professional – this is a researcher and consultant, an organizer, project manager, navigator working effectively with a high knowledge. The main task of the future interpreter becomes the creation and organization of the conditions that trigger the learning activities of students, leading to the educational results that meet the new demands of society.

An effective using of ICT increases teacher pedagogical influence on the formation of the creative potential of students. Professional knowledge of the teacher turned on the one hand, to science, on the other hand – to the students. In this case, the competence of the teacher is manifested in the ability to synthesize existing knowledge [4].

Nowadays translator's qualifications, developed in accordance with professional standards, can be described as a combination of the following competencies.

1. A competence in the field of personal qualities.
2. A competence in setting goals and objectives of translation.
3. A competence in motivating the students to carry out educational activities.
4. A competence in program development activities and making educational decisions.
5. Competence in providing the information basis of translation activity.
6. Competence in providing of translation activities.

Today is a time when all fields of science, management, business undergoing rapid change, and education necessary to prepare such specialists, who are so quickly could be reconstructed, to acquire new expertise, develop new skills. Today, traditional teaching methods cannot cope with this task, the information that is passed, time to become obsolete before students will be able to use it. In view of the changed situation in recent years in the education system are in demand the interactive technologies [4].

In order to keep up with the demands of the time necessary to intensify the educational process through the introduction into it of interactive learning technologies, creating psychologically comfortable environment for the academic freedom of teachers and students in the choice of educational forms and methods. In accordance with changes in education, of course, must change the orientation in terms of their new mission.

Today, innovation in education is not only considered as a factor in improving the quality and efficiency, the basis of development in all spheres of public life, but also as a factor in increasing the demand for educational services and changes in motivational readiness to learn. Thus, the interactive technology should be viewed as a long-term investment in the future [5].

Information competency describes the level of work adoption in the field of information technologies, which are necessary for effective work in cyberspace.

L. Y. Petukhova defines informational competence as the ability to implement a system scope of knowledge, abilities and skills, to obtain and transform in various fields of human activities for qualitative performance of professional functions and informed prediction of the activity consequences [6].

H. Morse points out that informational competence of any specialist is formed with taking to account the information society requirements, which include:

- the usage of computer terminology, hardware component, software programs and methods of information and communication technologies (ICT);
- the application of ICT during teaching and creation of methodical and didactic materials, forming of tasks for cadets-translators with the exertion of ICT;
- the realization of ICT role in professional field;
- the usage of ICT for projecting of educational, professional medium, monitoring of educational advances;
- the application of ICT for communication in pedagogic medium, professional development.

During the training of future-translators for effective work, information and communication academic medium must be created and set in motion. It's necessary to create and engage in education process an information communicational educational environment that presents a set of knowledge, technological and mental entities which provide high-quality acquisition of relevant knowledge system in integration [6].

The influence of modern information technologies on education activities has no historical analogues. The global Internet is gradually penetrating into all spheres of a human activity, daily life, creates a need for mastery of digital technology at a high level. The Internet has become a means of teachers' training system and is used for distance education, professional online communities and professional networks. Creation of educational sites of various types (pre-school sites, sites of secondary schools, universities, educational associations, etc.) has caused the appearance of teachers' personal pages, representing professional achievements and considerably varying in design and content.

In the result of professional, scientific and technical literature analysis, existing practice of educational portals and personal teachers' websites building the following conclusions can be made:

- teachers' personal web-sites are a special form of educational web-sites and professional reflection; consequently, an effective means of information competence improvement; which include information about the teacher's professional activities and has the accordant structure;

- the content of the site must follow the general requirements to the pedagogical web-site (topicality, accuracy, copyright compliance, accordance to the legislation in the field of education) and the requirements of SEO-content (meta tags, keywords);

- when creating a personal teacher's page, it is better to choose the platform, usage of which does not require professional knowledge of programming and the one which provides automatic free hosting.

Taking into consideration the development of Web 2.0 and Web 3.0 technologies, such aspects as analysis of a teacher's site as a means of improving professional competence and organization of self-education and educational activity in the Internet need further research [7].

Conclusions and prospects for future research. Thus, the need of continuous improvement the training of future translators for ensuring their mobility and competitiveness in the labour market, competence, responsibility, decision-making, free and creative ownership of their profession and orientation in adjacent areas, efficient work to global standards, commitment to continuous professional development, adaptation to the fast changes in science and society define the problem of forming the information competency of future translators and makes it one of the major problems of pedagogical science and practice.

Informative competence of future translator – it is personal characteristic, complex individual-psychological entity that systematically integrates a professional, theoretical knowledge, personal qualities and practical skills in sphere of information-communication technologies. It provides for future professionals the conscious choice of the strategy and tactics of successful solutions the unusual problems or situations of professional activities using information-communication technologies.

In accordance with goals of the article, the perspectives for further research we consider in the creation of pedagogical conditions for formation of professional and informative competence of future interpreters.

References

1. Gendina, N. I. Information Culture in the Information Society: the View from Russia / N. I. Gendina // UNESCO between Two Phases of the World Summit on the Information Society: proceedings of the international conference held in Saint Petersburg, Russian Federation, may 17 – 19, 2005. – М., 2005. – P. 97 – 105.

2. Gendina, N. Information Literacy or Information Culture: Separation for Unity: Russian Research Results [Electronic resources] / Gendina N. // World Library and Information Congress: 70th IFLA General Conference and Council, August 22-27 2004, Buenosaires, Argentina: Conference Papers. CD-ROM

3. Laptev, V.V. Methodical training in computer science theory: the fundamental aspects of the preparation of future teachers of computer science [text]: monograph / V.V.Laptev, N.I.Ryzhova, M.V.Shvetsky. - St. University St Petersburg State University, 2003. - 352.

4. Vakhidova L.V Competence or personality? / L.V Vakhidova // Teachers Journal of Bashkortostan. Number 2 (27). 2010. P.140-142.

5. Vakhidova L.V. The ways of improving the quality of professional training students at the university by means of modern information technologies /L.V. Vakhidova // Modern scientific research and their practical application. Volume J31205. September 2012. P. 5-9.

6. Petukhova L. Ye. Teoretyko-metodychni zasady formuvannya informatychnykh kompetentnosti maibutnykh uchyteliv pochatkovykh klasiv : dys. ... doktora ped. Nauk / Petukhova L. Ye. – Kherson, 2009. – 564 p.

7. Ivashnova S. Formation of the structure and content of a personal teacher's site / S. Ivashnova // Modern scientific research and their practical application. Volume J31205. September 2012. P. 21-26.

Література

1. 2. Гендина, Н. І. Інформаційна культура в інформаційному суспільстві: погляд з Росії / Н.І. Гендина // ЮНЕСКО між двома етапами Всесвітнього саміту з інформаційного суспільства: Праці міжнародної конференції, що відбулася в Санкт-Петербург, Росія, 17 - 19 травня 2005. - М., 2005. - С. 97 - 105.

2. Гендина, Н. Інформаційна грамотність або інформаційна культура: поділ за єдність: російська Результати досліджень [Електронні ресурси] / Н. І. Гендина // Всесвітній бібліотечний та інформаційний конгрес: 70-й Генеральній конференції ІФЛА і Ради, 22-27 серпня 2004 року, Вуеносайрес, Аргентина: матеріали конференції. CD-ROM

3. Лаптев, В.В. Методичної підготовки в галузі комп'ютерних наук теорія: основні аспекти підготовки майбутніх вчителів інформатики [Текст]: монографія / VVLaptev, NIRyzhova, MVShvetsky. - Санкт-Університет Санкт-Петербурзький Державний Університет, 2003. - 352.

4. Вахидова ПН компетентністю чи особистістю? / Л. В. Вахидова // вчителів вісник Башкортостану. Номер 2 (27). 2010 рік. П. 140-142.

5. Вахидова Л.В. Шляхи підвищення якості професійної підготовки студентів в університеті за допомогою сучасних інформаційних технологій / LV Вахидова // Сучасні наукові дослідження та їх практичне застосування. Обсяг J31205. Вересня 2012 року. P. 5-9.

6. Л. Е. Петухова. Теоретико-методичні засади формування інформатичних компетентностей майбутніх учителів початкових класів: дис. Доктора ... пед. Наук / Л. Е. Петухова. - Херсон, 2009. - 564 с.

7. Ivashnova S. Формування структури та змісту сайту особистого вчителя / С. Ivashnova // Сучасні наукові дослідження та їх практичне застосування. Обсяг J31205. Вересня 2012 року. P. 21-26.

Рецензія/Peer review : 24.7.2013 р.

Надрукована/Printed : 19.8.2013 р.

Рецензент: