Formation of Future Specialists' Information Competence

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Abstract: In the thesis the formation of information competence of future interpreters' in professional training as a pedagogical problem has been considered; the psychological and pedagogical aspects of formation of information competence of future interpreters' have been clarified; the tasks and problems of forming the information competence of future interpreters in the professional training have been determined and substantiated. It was found that the creation of an interactive educational environment is a transition from static information websites to dynamic, involving the use of multimedia simulators for learning, simple learning modules, complex distribution learning systems, e-course courses, open portal boards for members of the learning community and parents, interuniversity training courses. This interactive approach is relevant for the formation of information and communication competence of future specialists of Donetsk National University named after Vasyl Stus, Zhytomyr State University named after Ivan Franko, National Pedagogical University named after MP Drahomanov, Khmelnytsky National University, which provides inclusion of all departments of the university in partner relations with the administration, students, teaching staff, teachers of schools in cities and regions, public organizations with the help of ICT. The results of this study are directly relevant in establishing international cooperation in the study of programs and projects in the context of transforming the education system in accordance with international partnership standards and implementing a cultural exchange program in education and culture between countries.

Keywords: *information competence, future interpreters, professional training, electronic educational resources, organizational and pedagogical conditions, methods of active and interactive learning.*

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Introduction

Conditions of modernization of education encourage the search for a new educational paradigm which requires professionals not only to be willing to solve professional problems but also ensure the use of modern information and communication technologies (ICT) in order to work with information during future professional activities as well as be mobile in society. The modern interpreter must independently set and solve educational and cognitive tasks of information retrieval, develop and use information resources and ICT for not only modeling and implementation of innovative educational process but also personal and professional self-development. To solve these problems, a high level of development of the personality of the future interpreter is required, as it will allow them to anticipate the existing demand for knowledge through their own cognitive activity at any time. It is these personal qualities in integration with existing competencies that will create the potential and basis for building new competencies adequate to the current stage of the information society development. In this case, one may consider it as the development of information competency of students - future specialists in Philology.

2. Analysis of recent research and publications

Rwodzi et al. (2020) suggested an innovative use of social media for teaching English as a second language. Blogs and wikis by Garcia Santiago (2016) in interpreters' preparation are used. Ahmed et al. (2020) note the need to improve English language skills and the inclusion of social media in language teaching as teachers have to develop new teaching strategies that include digital teaching aids. The use of online resources, in particular social networks in the self-education of a person, is considered in the article (Pashkevych et al., 2020).

In scientific works by Bihych and Strilets (2020) the advantages and disadvantages of ICT translation tools are revealed: translation database (Reverso context); electronic dictionaries (ABBYY Lingv., multitran), necessary for improving and expanding the vocabulary of potential interpreters; electronic text corpora as a source of authentic linguistic materials, machine translation systems (Google Translate) and CAT means (Trados, SmartCAT), able to speed up the compilation of the target text. Bernardini (2016) certifies the use of ICT translation tools in courses aimed at developing thematic, technological and informational skills in information extraction for use as personal aids, where the focus is on teaching foreign languages to interpreters (translation services, language and intercultural

notes). Lakić and Pralas (2016) implemented ICT translation tools based on EMT standards related to the provision of translation services and CAT tools.

Briales, Filsenger, and Alonso (2018) note the importance of lexicographic, terminological and documentary needs experienced during the research. On the contrary to professional translators, student translators find it appropriate to use mobile devices very convincingly and conveniently. Lara (2019) reports that machine translation is traditionally associated with the technological skills of the translator. New training needs are substantiated: virtual corporations as resources for training and translation of public services according to Sanchez Ramos (2017) approach. An assessment of the correctness of the translation programmes and their correspondence to real professional practice is performed according to the Spanish context by (Muñoz-Miquel, 2018).

The essence of the stages of the interpreter's information competence formation is revealed according to the suggestions of (Amelina & Tarasenko, 2018). In a study by Kuzminskyi et al. (2019), the types of information needed in the postgraduate education system of faculty were classified. Electronic information resources of Olalla-Soler (2018) have been used for solving cultural translation problems. Schaeffer et al. (2020) offered a translation accuracy survey questionnaire: an on-line tool for researching interpreters, which formed the basis of the author's questionnaire. Olalla-Soler (2019) applied internalized knowledge about the culture of the source to solve problems of cultural translation in a quasi-experimental study of the translator's acquisition of cultural competence in different languages and cultures. Sycz-Opoń (2019) substantiated the informational behavior of translation students of Silesia University in the process of legal translation. Esfandiari et al. (2019) carried out an assessment of European Master's in Translation framework for its compatability with the needs of a professional interpreter. The development of professional competence of future translator's in a two-way translation has been observed by modern methods (Popova, 2019).

Despite the significant number of scientific studies that to some extent contribute to the solution to this problem, it can be stated that in modern pedagogical science the problem of professional training of future translators in the classical university is insufficiently studied.

The purpose of the article is to determine the features of professional training of future translators in a classical university.

The study hypothesizes that the result of the self-realization of the future translator is the product of his independent activity in combination with ICT in providing information competence for the future.

3. Research Methods

3.1. Experiment Participants

The research-experiment work was conducted as a comparing pedagogical experiment. Research and experimental work was carried out on the basis of Vasyl' Stus Donetsk National University, Zhytomyr Ivan Franko State University, M. P. Dragomanov National Pedagogical University, Pavlo Tychyna Uman State Pedagogical University, Khmelnytskyi National University during the period from 2017 to 2019. 489 students and 23 teachers of general disciplines took part in the experimental work. The age range of experiment participants was 18-25 years. All of them were informed about the conditions of participation before the research and agreed to participate. The experiment was conducted according to the decision of Vasyl' Stus Donetsk National University specialized scientific council (protocol #34 from 12.09. 2017). There were created five research groups for the experimental work results comparison: experimental (EG-1 consisted of 97 people, EG-2 – 95 people, EG-3 – 99 people), and control groups (CG-1 – 93 people, CG-2 – 105 people). All students are informed about the conditions of the study and agreed to participate in the experiment.

All the ethical rights of the participants were observed. The study was held in the natural conditions of the HEI educational process, having provided general conditions of participating in the experiment: the same time and duration of study, the same metering materials that allow to diagnose the level of formation of the information literacy of future translators, and standard assessment criteria (HEI rating system).

The final goal of a translator is to make their translation clear and comprehensible for other people. Thus, they need to have a range of language and professional skills which are not connected with the interpreting activity directly: ability to create texts (not only the correspondence or protocols, but also technical, semi-popular, and publicist ones), text editing and processing for the further machine translation, software adapted versions creation (localisation), machine translation processing, counselling not only regarding the linguistic issues but also the regional studies and cross-cultural aspects etc. An American scientist R. Tinsley notes that professional translators must be well aware of the structure and stylistic features of both the source and target languages.

3.2. Methodology of the process of conducting a pedagogical experiment

The study has been performed by processing psychopedagogical research using ICT (Konoshevskiy, 2011). The methods of pedagogical research conform to the following requirements of comprehensiveness: the author's questionnaire aimed to evaluate the level of formation of the information literacy of the future translators was used during the pre-experimental section; formation pedagogical experiment was carried out. During the experiment, the efficiency of the formed organizational and pedagogical conditions for the future translators' informative competency formation under vocational education was checked. The following statistical methods of metering and mathematical processing of the experimental data were used: ranking, quantitative processing, qualitative analysis of the results: K. Pearson's criterion χ^2 etc.

Information competency as a *basic* competence assumes that a student – future translator is aware of the peculiarities, abilities and limitations of the hardware components and ICT used for automation of the information processes; as well as able to interpret the information and make decisions concerning professional activity.

Characterisation of the information competency as a *special* competence includes the ability to classify professional assignments with further solution and choosing a certain hardware component and ICT as well as the ability to control specific symbolic system in various forms and ways.

It is necessary, for a *future interpreter*, to organize studying process taking into consideration the conditions of the innovation environment of the educational institution in order to keep up the students' motivation to learn foreign languages; thus, it stimulates their creativity development by giving an example from personal aspiration and willingness to the new experience. Informative competence formation of the future interpreters in HESA as their pedagogical maintenance assimilation of the informative values of the present society has been improved; as well as the informative competence formation technologies of the future interpreters with the help of the interactive teaching methods aimed at practical mastering of the informative competence; as well as the complementing of the professional teaching disciplines content with the interdisciplinary data, that integrates linguistic, sociocultural, psychological and informative competences and allow interpreter to fulfill the professional activity effectively.

Criteria and assessment studying tools of the informative competence level formations for the HESA students were fulfilled in the educational practice; training stuff complexes intended for the more effective fulfilling of the axiological potential of the higher education modern content were worked out and adapted; there were suggested some recommendations of the “Informative competence formation of the future interpreters in studying professional disciplines”, “Experimental revision of the organizational and pedagogical effectiveness conditions of the future interpreters’ informative competence formation in the vocational preparation” concerning the studying transformation of the fundamental professional translation, that promotes reflectively creative organization of the students’ educational activity using the interactive studying methods.

Structure-function formation pattern of the *future interpreters’ informative competence* was developed for the purpose of defining and realization of the successful pedagogical conditions formation complexes of the *future interpreters’ informative competence*.

There was a pattern formation structure of the *future interpreters’ informative competence* detected, which includes the following interrelated structure-function organizational units: instructive, organization-process, estimate-effective and goal setting (Fig. 1). The suggested pattern is distinct from the conventional one, because its components are closely interrelated, the pattern is dynamic and one of the components’ change will inevitably change the others, however the pattern structure stays the same. Future interpreters’ informative competence formation pattern suggests the development and adaptation of the training procuring in learning variable part disciplines of the professional course (“Official business documents translation”, “Interpreter’s Ethic”, “Cross-cultural communication basics”) and working learning and industrial interpreting experiences, aimed to form the future interpreters’ informative competence.

Fig. 1. Structure-function pattern of the future interpreters' informative competence formation (source: authors)

Electronic training complexes in disciplines “Introduction to translation studies”, “Translation theory”, “German translating practice”, “Industrial translation practice” is an optimal training procuring of the future interpreters' preparation according to the competent approach requirements and the module planning. Updated electronic training

complexes, which are supposed to be a studying and methodical materials system, provide opportunities for students to accurately grasp the learning disciplines content of the variable part disciplines of the professional course "Official business documents translation", "Interpreter's Ethic", "Cross-cultural communication basics". Their content is aimed to form the future interpreters' informative competence.

According to the list of the variable part disciplines of the professional course "Official business documents translation", "Interpreter's Ethic", "Cross-cultural communication basics", updated electronic training complexes were developing. They consisted of the following disciplines course ("Official business documents translation", "Interpreter's Ethic", "Cross-cultural communication basics"). The "living" class phase as an interpreter lets the students not just study, but learn how to do translation, which is a lead professional quality for the future interpreter. The quasiprofessional technologies are used as role games during the seminars on methodological disciplines, where the students' portfolio can be an estimation means.

The practical learning technologies establishment of the successful *future interpreters' informative competence* formation is presented in the innovative electronic training complexes content from each educational module of the *future interpreters'* variable training, in the thematic plans section of the theoretic, practical classes and in the student's self-work subjects.

The dialogic approach was based on the innovative educational technology. It signifies the subject-subject interaction and increasing the measure of freedom of the educational process participants. Cooperation and co-authorship of these technologies allow the refusal of the mentoring dictate and the approval of the other type of relationships: cooperative search, principled, but benevolent cooperative results search, collective blunders search and analysis etc. Compatibility, in this case, does not mean a refusal from independence.

Goal Setting Unit concretizes purposes and tasks, structures the theoretical-methodological basis and the future interpreters' informative competence formation principles. We have distinguished the following goal hierarchy: firstly, the purpose of the future interpreters' informative competence formation meets the purposes and results of the holistic teaching process; secondly, the purpose of gratifying the society, state and employers' inquiries concerning the future interpreters' professional preparation quality, providing the graduate's informative competence formation level consistency requirements, that are being put forward by the educational standard and the educational programs.

Achieving the set goals is provided by the competent approach realization in the educational process HESA through the updating of the content and structure of the variation preparation disciplines, elective courses, working out all kinds of experiences conditions, as well as educational technologies usage aimed to improve the informative competence formation level and the students' ability to apply them in the professional area during the spiral assignments solution.

The goal setting unit of the creating pattern presents an assignment system aimed to form the future interpreters' informative competence: nailing down and deepening the foreign knowledge; forming abilities for the educational process planning, creating professional situations and predicting your activity results; upbringing and fixing the interest for the future interpreters' profession; elaborating the ability to self-development and analysis of your own actions effectiveness.

It allows to construct the future interpreters' informative competence formation in HESA, which is better to present as an elements and phenomena system of the projecting teaching process in the ratio, that reveal their essential values for the informative competence formation – development of the abilities to self-improvement and analysis of your own actions effectiveness. It is better to present the pattern as the elements and phenomena system of the projecting teaching process in the ratio, that reveal their essential values for informative competence formation.

Complex of the aforementioned normative-theoretical and methodological basis, pattern of the other units content determine the telic unit point, as well as the methodological guides for its introduction to the educational process.

The next projected pattern element, that logically comes from the previous unit, is the *instructive unit*, that provides the instructive filling of the pedagogical preparation in HESA educational process structure and the future interpreters' informative competence formation. It includes the essential studying results description in the form of the future interpreters' informative competence and its structural components (motivational, cognitive, active, reflective), future interpreters' preparation professional levels (essential, psychological-pedagogical, professional), aimed to form informative competence stepwise (basic, formative, experimental-practical, concluding). Interrelation of the mentioned elements of the instructive unit pattern is provided by the support on the only objective set goals and conceptual pattern basis.

Processual-technological unit of the pedagogical pattern reveals the system of the organizational-pedagogical conditions of the future

interpreters' informative competence successful formation, as well as studying technologies, forms and means of the informative competence formation. *Technological* pattern *unit* have a holistic structure and suggests the parallel students' engagement into various forms of learning-professional activity. *Estimative-effective* pattern *unit* of the future interpreters' informative competence formation in HESA is a complex of the certain criterion, that allow to determine the future interpreters' informative competence formation levels, that, in complex, present the measurement of the set goal achievement and future interpreters' willingness for the future professional activity.

Thus, the innovative educational technologies allow students "deepen" in the interrelated pedagogical situations, where the appropriate subjective features intensively develop, and then actualize in the professional activity. Student is supposed to be not only an object of the pedagogical action, but also a subject of their own activity.

Psychological mechanisms of the game technologies rest upon the fundamental personality demands in self-expressing, self-affirmation, self-determination, self-regulation, self-realization, thus they are supposed to be a powerful educational means of the future interpreter's subjective development.

Didactic games have an essential potential in a creativity formation. It is specified by the game activity character and such its features as active, improvisational character, direct or indirect rules presence, that reflect the game content, its emotional constituent.

Training technologies is a students' activity system concerning the testing of the certain solution algorithm of the typical practice assignments, including the Internet-technologies.

Reflection technologies are aimed to develop the future interpreter's creative potential, which means not only the ability to create translating innovations, but also the peculiar ability to have a creative attitude towards yourself, your work, customers, towards the different issues solution and life in general.

Every foreign language class is a cross of cultures and cross-cultural communication practice. When students are learning a foreign language, it not only gets them to know the countries' culture, but also by the way of comparing, that fetches out the peculiarities of its national culture, makes them learn more about the values, that are common to all mankind.

Portfolio creating is one of the means of the students' success evaluation for students, that study an English professional oriented course.

Our created portfolio procedure means a form, organization and disciplines technology works at the same time. It is intended for the demonstration, analysis and estimation of the knowledge, abilities, competences, reflection development, students' activity results awareness, their own subject position. This method allows to demonstrate not only the results, but also every student progress in comparison with their previous results: "how good I am today in comparison to me yesterday".

There were distinguished the main and most important pedagogical means while applying *the second pedagogical condition – professional-communication directivity of the information-communication technologies in professional disciplines learning*.

Education individualization in its information conditions comes into conflict with the collective character of the translation activity, that demands a developed "elbow feeling" and an ability to cooperate. Learning and testing assignments transferring into virtual reality contradicts the maximum realistic interpreter's preparation claims. Admitting of these contradictions lets us make a conclusion, that ICT is, more than usual, a professional preparation means in the classical university educational process during its modern development. It increases the effectiveness of the traditional practical studying and upbringing. And ICT is, less than usual, an innovation, that fundamentally changes the future interpreter's studying and upbringing.

On basis of the ICT analysis and generalization characteristics, which are being used in the educational process, we have stated, that, while solving the set task, it would be better to use the self-control software utilities as a part of the studying ICT, the specialized ICT and the self-control software utilities as well in the classical university.

Referring to the general-developing educational programs, that are being learnt by the future interpreter, we would like to emphasize, that most of them are situated in the opened information-education environment. Such programs are chosen and exploring by the future interpreters on their own and are aimed on their improving of the erudition, outlook, professional and personal culture. An opened information-education environment allows to realize the personal oriented studying pattern, and its development, to our mind, is one of the most significant pedagogical innovations.

While inculcating *the third pedagogical condition – positive studying Humanities students motivation formation in professional disciplines learning* – it was stated, that the future interpreters' self-reflection is in charge of the abilities to determine the limits of the known and unknown in order to get the

information, that lacks, criticality towards actions and abilities, capability to correlate the knowledge about your possibilities and the possible changes in the subject world and your own one with the demands of the activity and the solving assignments; the capacity to assess the translation activity quality and the separate phases of your work, the ability to choose the relevant introduction ways, language training and activation, that student learn, and the language material, that is especially essential while adapting the future interpreters' informative competence formation theoretical pattern.

While forming the future interpreters' *informative competence* we used the following methods: *demonstrative* (video materials, multimedia presentations demonstration, interactive posters, schemes, charts, diagrams, patterns; technical means using; movies watching); *practical* (practical tasks; trainings; problem situations analysis and solving; projective method); *according to the cognitive student' activity activation* (problem; partially search; explorative); *according to the logical approach* (deductive; analytic, synthetic).

Thus, *the problem teaching method* was used in the problem tasks assignments, projective problem cognitive tasks solving, presentations, dictionary of technical terms creating.

Taking into consideration all that was aforementioned, we can resume, that the mentioned pedagogical demands promote the most essential personal professional characteristics forming, that are the part of the future interpreters' *informative competence* structure.

The experimental work was conducted in three phases. The second research phase was revealed in the article (2018- 2019 y.), where was the formation pedagogical experiment made. It checked the fecundity and processability of the formulated the *organization-pedagogical* conditions of *the future interpreters' informative competence* formation in the professional preparation. The organization-pedagogical conditions complex was theoretically justified, and its abundance provides the future interpreters' informative competence formation in the professional disciplines learning.

Stating phase with the following tasks:

1. Testing and experimental groups choice, that conform to the requirements of the sample homogeneity.
2. Determining the future interpreters' informative competence formation entry level in the testing and experimental groups.
3. Instantiation of the methods, forms and means, which are essential for the methodical system of the future interpreters' informative competence formation realization during the period from 2017 to 2019 years.

The results of this experimental work phase affirm, on the whole, about the low general future interpreters' informative competence formation level. As a result, it caused the dominating using need of the active and interactive methods, various forms of the auditory, electronic and mixed learning, that promote to gain the experience of the informative assignments solution of the professional activity.

4. Results

Measurements of the dynamics of the level of formation of information competency of future translators in respondents of control and experimental groups were carried out in the following way (Plakhotnyuk, 2018):

- in groups CG-1 and EG-1, three types of measurements were taken: input (September 2017), intermediate (June 2018) and final (June 2019).
- in groups CG-2 and EG-2, EG-3 two measurements were performed: input (September 2017) and final (June 2019).

Experimental work conducted to test the effectiveness of the designed organizational and pedagogical conditions for the formation of information competency of future translators in professional training was made possible by the participation of 493 students studying in 2017- 2018 and 2018- 2019 academic years at Vasyl' Stus Donetsk National University.

The analysis of the data obtained in the pre-experimental section of the pedagogical experiment (Fig. 2) allows us to record with sufficient confidence the predominance of low and medium levels of *information competency of future translators* (Table 1).

The results of the experiment indicate an increase in low motivation to succeed, with a simultaneous decrease in average and moderately high motivation in the control group. In this group, there were no significant changes in the scales "Receiving a diploma", "Obtaining knowledge" and "Mastering the profession" in the method of "Motivation to study in HEI".

Table 1. The level of formation of information competency of future translators in the pre-experimental section (source: authors)

Group	Number of people	Low		Medium		High	
		Number	%	Number	%	Number	%
EG-1	97	49	50.52	43	44.33	5	5.15
EG-2	95	49	51.58	45	47.37	1	1.05

EG-3	99	50	50.51	45	45.45	4	4.04
EG	291	148	50.86	133	45.70	10	3.44
CG-1	93	51	54.84	38	40.86	4	4.30
CG-2	105	57	54.29	43	40.95	5	4.76
CG	198	108	54.54	81	40.91	9	4.55

The experimental groups showed a steady decrease in low motivation to succeed. In terms of the amount of interest in these groups, the share of respondents with a medium and moderately high level of motivation to succeed steadily increased, which, according to the interpretation of the methodology, signifies about a person's greater ability to work. In the experimental groups there was also a decrease in such motivation to study as "Receiving a diploma" with a simultaneous increase in motivation "Mastering the profession".

Fig. 2. Assessment of the levels of formation of information competence of future translators during the pre-experimental section (source: authors)

Having used the corresponding values from the tables according to the standard formula for determining the criterion of Pearson, numerical values using spreadsheets Microsoft Excel 2017 were obtained. Pearson's χ^2 criterion, at significance levels of 0.01 and 0.05 confirmed that there are no

statistical significant differences in the formation of the initial values of the level of *information competency of future translators* in professional training between the experimental groups, as

$$\chi^2 = \sum_{i=1}^m \frac{(n_i - n_i^*)^2}{n_i^*}$$

is less than critical (Table 2) ($\chi_{\text{emp}}^2 \leq \chi_{\text{crit}}^2$), which allows to conclude that the control and experimental groups at the ascertaining stage of the experiment are homogeneous.

Table 2. The value of the empiric criterion of Pearson obtained during the pre-experimental section of the pedagogical experiment (source: authors)

Group	Calculated value χ_{emp}^2	χ_{crit}^2 at significance level of 0,05
CG-1 & EG-1	0.38	5.991
CG-1 & EG-2	2.82	
CG-1 & EG-3	0.56	
CG-2 & EG-1	0.39	
CG-2 & EG-2	2.82	
CG-2 & EG-3	0.44	
CG & EG	1.30	

Pearson's criterion, at the significance level of 0.05, confirmed that there were no statistically significant differences between the experimental groups in the formation of initial values of the level of information competence of future translators in professional training (hence, "null hypothesis" H_0 is proved), as all calculated values $\chi_{\text{emp}}^2 \leq \chi_{\text{crit}}^2$, which allows to conclude that the composition of students in the control and experimental groups at the statement stage of the experiment is qualitatively equal.

The resulting data and their graphical illustration allowed us to conclude that the level of formation of components of information competency of future translators in experimental groups differs significantly from the level of formation of components of information competency of respondents in control groups.

Statistical calculations performed using Pearson's criterion allowed us to prove that the level of formation of components of information competence of future translators in experimental groups is significant (at the level of significance

0.05) and differs from the level of formation of components of information competency in control groups.

The obtained information allows us to make certain conclusions about the effectiveness of the created methodical system of formation of information competence of future translators in professional training. Diagnosis of the level of formation of information competence of future translators at the final stage of the pedagogical experiment was carried out in May 2020 (Fig. 3).

Fig. 3. Assessment of the levels of formation of information competency of future translators at the final stage of the pedagogical experiment (source: authors)

During experimental work, the share of respondents who have a low level of information competence of future translators in experimental groups decreased by an average of 22%, while the share of those who have a high level increased by 22%. The average level of information competence due to the transition of students from low to medium, and from medium to high, remained almost unchanged.

Experimental groups showed a decrease in external motivation of professional activity with a simultaneous increase in internal motivation, respectively, the importance of activities aimed at formation of information competence of future translators for the personality increases.

The share of respondents who have the optimal level of values for information competence also increased from 17% to 25%. In the process, the average level of values increased from 22% to 55%.

Pearson's χ^2 criterion, at significance levels of 0.01 and 0.05 confirmed that there are statistically significant differences between the experimental groups in the formation of values of the level of information competency of future translators in professional training (therefore, the "null hypothesis" is rejected), as all calculated values (Table 1) χ^2_{emp} are greater than critical: $\chi^2_{\text{emp}} \geq \chi^2_{\text{crit}}$. This allows accepting the alternative hypothesis H_0 and the conclusion: *the implementation of a set of pedagogical conditions is not an accidental phenomenon* of changes in the level of information competency of future translators *during the professional training* of experimental groups at the final stage of the experiment.

The result of self-realization of the future translator is the product of his independent activity: own interpretation of the semantic value of educational material, introduction of author's modifications of different scales into the recommended pedagogical methodology; co-creation aimed at creation of new experiences in collaboration with the colleagues; the transition to a higher level of foreign language proficiency, which is naturally necessary for the development of an innovative educational environment as a goal of professional education of future translators.

Thus, *the designed organizational and pedagogical conditions for the formation of information competence of future translators during professional training* are based on the requirements of State standards of philological training, regulatory requirements to professional activities of future translators, in compliance with the requirements of integrity, openness, prospectivity, interdisciplinary integration of learning content in the methodological system, continuity, modularity, stages of formation of information competence of future translators, humanistic orientation and dialogicity and therefore may be considered as the peculiarities of professional training of future translators at the classical university.

5. Discussion

The methodical system of formation of *information competency* of future translators in the educational process of Vasyl' Stus Donetsk National University is designed on the basis of theoretically substantiated requirements, taking into account the requirements of normative documents determining the training and graduation of future translators. It has been found out that the State Standards formulate the requirements for the formation of competencies which imply information training but do not provide for disciplines that are commonly referred to as disciplines of the professional information cycle. The requirement of continuity has

determined the need to include professional information disciplines for the entire period of training of the future translators.

The diagnostic complex is a set of diagnostic tools that, in accordance with the idea of forming a diagnostic complex, perform the function of assessing the level of formation of a certain component of the information competency of the future translator. The quality criteria include the following characteristics of the diagnostic complex: objectivity - the results are independent of the views of the individual who performs the diagnosis; validity - the suitability of the test to measure exactly what it is aimed to test; reliability - reflects the degree of accuracy and consistency at which the quality of the individual is measured, and characterizes the freedom from errors of the testing procedure; representativeness (compliance with testing standards) - the property of a sample of people based on the analysis of which the test is developed to represent the general population of all individuals with similar characteristics; scientificity - the validity of the test by basic research.

The results of this study are relevant to the establishment of international cooperation in the study of programs and projects in the context of the transformation of the health care system following international partnership standards and the implementation of cultural exchange programs in education and culture between countries. In this context, simulation technologies, computer modeling, elements of geoinformation systems and mobile, cluster technologies are introduced in the educational process, the comparative analysis of available foreign and domestic technologies of training of translators with the use of modern high-tech means, energy-efficient technologies, telecommunications in the educational process is carried out. determining the most effective for the development of information competence, etc.

Conclusions

Thus, it is determined that the substantive basis of organizational and pedagogical conditions for the formation of *information competency* of future translators in professional training are multilevel information tasks of professional activity of translators that create continuous methodological lines in learning concepts and forming ways to solve translation and information problems.

It is proved that the priority use in the technological component of the methodological system of active and interactive methods of forming *information competency* of future translators with the help of modern teaching aids creates

conditions for personal growth and experience in performing translational and informational tasks under the role of a professional translator.

Peculiarities of professional training of future translators at a classical university are reflected in the designed organizational and pedagogical conditions of formation of *information competency* of future translators during professional training.

Further research on this problem includes the introduction of simulation technologies, computer modeling, elements of geographic information systems and mobile, cluster technologies, comparative analysis of existing foreign and domestic technologies for training translators, the use of modern high-tech tools, energy efficient technologies, and telecommunications in education in order to determine the most effective ones for the development of *information competency*, further development of methodology aimed at the formation of *information competency* of students, improving the model of formation of *information competency* of translators; in particular, the model of formation of *information competency* of any specialist philologist which, with the appropriate methodological support, will promote effective training and fulfill the requirements of society to the *information competency* of a professional.

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